Concept To Practice

Applied Inclusiveness: An Emergent Model of Socially Inclusive Practice

Thesis submitted for the degree of
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by:

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Dedication.

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Abstract

Research indicates that large numbers of young people are underachieving in UK schools, and that school exclusion levels are unacceptably high. In addition, there are increased numbers of students unable to secure a place in mainstream schools. These unplaced and excluded young people are described by New Labour as 'vulnerable', 'disaffected' or at risk of disaffection (Social_Exclusion_Unit 1998b). The numbers of young people considered 'disaffected' indicates a national problem and so, in response to this, there is a government led drive to 'socially include' 'excluded' young people and young people considered 'at risk' of 'exclusion'. This UK study examines the principles and practices of practitioners working with identified 'at-risk' and 'hard to reach' populations. This thesis seeks to unpack this complex situation of social 'exclusion' and 'inclusion' as it relates to education by asking; who are the 'actors' in this expanding world of 'social inclusion'? How can some practitioners 'reach' and 'include' so called 'hard to reach' 'disaffected' young people?

This research explores socially inclusive practice. It aims to investigate whether a model of socially inclusive practice exists or can be established that could be used by educators, parents, human resource (HR) professionals and others concerned with client services in the helping professions. Social exclusion is one of the key concerns of the New Labour agenda. Inclusive education is perceived as central to promoting social inclusion (Social_Exclusion_Unit 1998b) and as a result there are a number of social inclusion projects operating throughout the UK. These projects generally offer provision for young people who, in the judgement of excluding mainstream practitioners, should be placed outside of their responsibility. These excluding practices reflect the values and ideal of the institution and how they perceive their own ability to respond to the total needs of the learner in their care. Excluded young people are typically referred to pupil referral units (PRU's), study centres or other education provision established to meet the statutory requirement of the education authority to maintain education provision.

The practitioner is the focus of this investigation and preliminary issues associated with an investigation into social inclusion practice will be considered in an attempt to identify 'what works' in opening up educational opportunities to an inclusive culture. This study then, examines the practice and rationale employed by staff at a project providing education otherwise than at school (EOTAS) to young people unplaced, excluded or at risk of exclusion from mainstream school by analysing empirical data collected over a 3-year period using qualitative instruments.

Grounded Theory is the methodological approach used to elicit data and the findings provide valuable insights into inclusive education practices. In addition, a number of relevant and important issues are identified. The theoretical model that emerges is informed by the insights and issues that emerge in this, the first major UK study, into inclusive practice in education where the practitioner is the main focus of the study.

This research puts forward a model of professional understanding for inclusive education and makes a contribution to the development of new approaches. The results offer clear indicators for a transferable framework of socially inclusive practice.

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CHAPTER 1 - INTRODUCTION

An Exclusive Journey Toward Notions of Inclusiveness.

1.1 Introduction

This chapter will offer a general introduction to the research investigation, which is to investigate practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school in order to ascertain whether a model of socially inclusive practice can be identified which is recognisable to the practitioners.

It begins by exploring the concept of exclusion and continues with a background of issues of exclusion then moves on to a historical context locating this research a UK urban context. It then goes on to define social inclusion and provide information about the link between my relationships to the research itself. Finally, it provides an overview of thesis structure.

1.1.1 What is Exclusion?

This question is broad and fraught with definition challenges. Social exclusion can affect people of differing ages, genders, abilities and cultures and is far too broad an area to be covered by this doctoral thesis and so this research focuses on social inclusion practice with vulnerable young people excluded from, at risk of exclusion from, or

unable to gain access to mainstream school and so looks at the question 'what is exclusion?' within the context of education.

Inclusion in education is a complex issue. There are a number of ways to exclude and be excluded. Formal exclusion is only one form of exclusion, other forms exist in the policies that separate children on the basis of success and failure and then young people can also disengage from academic participation. It can be presented as 'hard' exclusion because it can be hard to identify and hard to prove. A child may be on a school register, and therefore a member of the school and attending classes but still experience education exclusion. There are guidelines provided in DfES Circular 10/99 which introduce the processes and types of exclusion and the appeal procedures (Gold 2002).

Social exclusion indicates a situation where individuals or groups experience marginalisation and denial from participating in what the majority of society consider accessible in terms of aspirations and opportunities.

Social inclusion, even within the context of education remains broad, so, for the purpose of this research investigation, I propose the following working definition used by the government Social Exclusion Unit (Social_Exclusion_Unit 1998b):

> 'Inclusive education practice consists of an approach which works creatively and effectively to counteract the challenges experienced by marginalised groups. Inclusive education principles presuppose that mainstream school, where possible, (or at least a mainstream education) is the best education placement/provision for young people. Young people who find mainstream school challenging are considered 'at risk' or 'vulnerable'. If young people experience a combination of challenges, e.g. social emotional, behavioural and attendance needs; this presents challenges to teachers, peers and their parents/carers and challenges can escalate out of control. As a consequence young people may become excluded.'

1.1.2 Background

As far back as the 1700s and before, many children were considered educationally subnormal and even 'uneducable' (Coard 1970). This in sharp contrast to the view of Charles Clark the UK Minister for Education who in 2004 stated that "Children who are treated as though they are ineducable, almost invariably become ineducable".

At the end of World War II special education became a feature of public education and more recently the rhetoric of 'inclusive education' has emerged. However the concept of inclusiveness is not new.

During the 1970's there was a large influx of people from different social, political economic, spiritual and cultural backgrounds in response to the British Empire call for assistance to rebuild war torn England. There is evidence to suggest that the education system failed to take on board the needs of 'new' students and if the student didn't respond positively to the teaching methods, the student was considered subnormal and in some cases 'disruptive' (Coard 1970) and experienced exclusion.

Educators, politicians, parents, activists and other concerned individuals became aware that something needed to be done about this 'problem'. Historical approaches to addressing this problem include removing students from school. As a result thousands (Coard 1970) of young people were excluded from regular classroom situations. So that now we are left with disaffected people, pockets of provision and a variety of approaches to 'coping' with this situation. In addition there are increased numbers of students unable to get a place in schools because school is considered full at time of applying and young person becomes unplaced.

There has developed a polarised gulf between the social inclusion practitioner[1] and practices they employ when working with young people unplaced, excluded or at risk of exclusion and, at the other end of the scale, the teacher who works formally in traditional local government mainstream school institutions.

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[1] Practitioners includes teachers, tutors, trainers, youth worker, mentors, human resource professionals, academics, counsellors, outreach workers, nurses and others in the helping professions.

Taken together, the above suggests several generalisations about the term social inclusion, the practice thereof and knowledge concerning the impact of social inclusion project interventions on students.

Existing published research largely favours the convention of focusing on the pupil and in the analysis of available research there is comparatively little basis for judging the practice of social inclusion in education. This is an area that is not sufficiently explored.

Whilst, the majority of studies regarding exclusion investigate the cause of the exclusion and the profile of excluded young people, I propose that solutions to addressing social exclusion lie within the socio-cultural perspectives of the marginalised young people and the practitioners who engage with them. Education research is ideally placed to reveal these perspectives and so this thesis will look at the practice and the underpinning rationale that informs the practice of professionals working with young people excluded or at risk of exclusion from mainstream school.

However, this requires a resolute effort to challenge the prevailing discourses based in schools of thought that are in themselves exclusionary, and a willingness to tackle sensitive issues of intolerance and incompetence. I argue that this can only be addressed by a willingness to give a platform to subjugated knowledges and practices. Therein introducing an intellectual environment where the issue of social inclusion practice can be examined and discussed based on informed examination of a history of exclusion, without the barriers of philosophical paradigms that in themselves exclude.

The preponderance of studies focus on producing statistics to give a national picture. Far fewer studies have attempted to develop a model of practice based on empirical evidence. In short, a good deal is known about the number of students excluded, but far less is known about the institutionally induced forms of socially inclusive practice.

In this document the term 'inclusive' means when a child is embedded in the 'mainstream' or replication (as in the case of college) classroom or teaching situation. For the purpose of this thesis, integration and integrated means when the student is

registered outside the normal classroom documentation, perhaps in a project, but accommodated in certain regular classroom situations.

The possibility of an alternative paradigm that affirms and is sensitive to the identity, social and cultural influences of the student and has the researcher at the centre of the analysis rather than as object of existing frameworks is the theoretical position of this research and as such strongly influences the method and methodology employed in this investigation.

This research will make a contribution to theory building and practice development in inclusive practices.

There exists a real need for UK initiated research as the basis of creating new holistic paradigms where the perspective of the practitioners involved in the field of inclusive education is given a platform. These practitioners are the specialists in the field and it can be argued they have a contribution to make in terms of raising achievement, widening participation and ensuring issues of self-esteem and cultural meaning are given recognition as important motivators to learning and practice.

The analysis chapters in this thesis barely begin to illustrate the complexity of this research area, but do display the processes involved in an approach to inclusive practice in some detail and stimulate further research questions.

1.2 Recent Historical Context

New Labour's landslide victories in 1997 and 2001 created a climate wherein they could reformulate policies and win the support of many middle class voters disaffected with Tory politics. This reformulating of policy provides the new discourse of inclusion.

Included in the recent discourse is the issue of special education needs (SEN) with David Blunkett, the then Secretary of State for Education and Employment, directing local education authorities (LEAs) to work toward getting special needs students' needs met within mainstream school provision.

1.2.1 Statistics

Statistics indicate that school exclusion for certain sectors of the population are disproportionately applied.

- Between 1995 and 1999, around 83% of all permanent exclusions were of boys.
- 1995/96 to 1997/98, about 27 in every 10,000 boys were excluded, dropping to 22 in every 10,000 in 1998/9. (rates for girls: 6 per 10,000 in 1995/65, 1996/97, and 5 per 10,000 in 1997/98 and 1998/99.)
- Most common age for exclusion is 14, and altogether nearly 8 out of 10 exclusions are of pupils aged 12-15.
- Far higher proportion of Black Caribbean, Black African and Black Other groups were excluded than of other ethnic groups. In 1997/98 the rate for Black Caribbean pupils was 4.5 times that for white pupils. (Lower proportions of Indian, Bangladeshi and Chinese ethnic groups were excluded than for other minorities.)
- 'Pupils with statements of SEN much more likely to be excluded from school than those who do not have statements. ….in 1996/97 1.11% of all pupils with statements of SEN were excluded from school compared to only 0.14% of rest of school population - the former rate being 8 times the latter. (Decrease in 1998/99 - 0.91% pupils with SEN compared 0.11% i.e. just over 7 times).

(DfEE 2000)

The following chart from the DfES illustrates the impact of permanent exclusions on various populations:

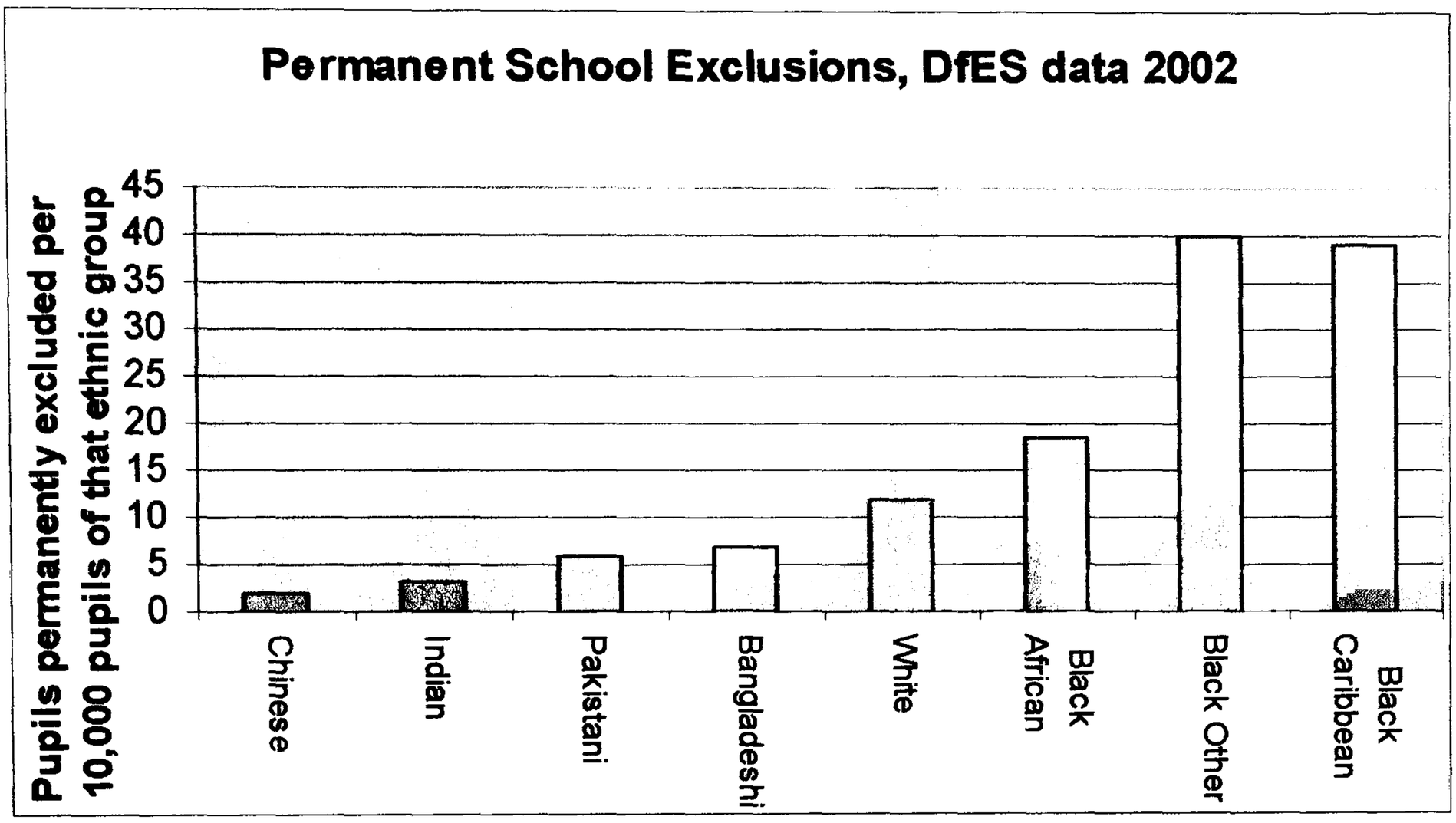

Table 1.1 DfES Permanent School Exclusion 2002 Data Chart

An Ofsted report, Educational inequality: mapping race, class and gender (Gillborn_&_Mirza 2000), found that:

- Black pupils often enter school better prepared than any other group but fall behind as they move through the system;
- The achievement gap between 16 year-old white pupils and their Pakistani and African-Caribbean classmates has roughly doubled since the late 1980s;
- There is a desperate need for guidance on planning for inclusion in the standards drive: the Government sets no national targets and some LEAs are setting targets that, if realised, will mean even greater inequalities in the future.

DfEE (DfEE 2000; DfEE 2001) and the Social Exclusion Unit (Social_Exclusion_Unit 1998b) statistics highlight the overrepresentation of Black boys who have been permanently excluded from school and Diane Abbott MP, at a recent conference

described the 'silent catastrophe' of Black boys underachievement as an issue that no-one wants to talk about for fear of being branded racist.

It is beyond the scope of this research to fully examine all the issues related to possible causes of exclusion, it is important to note however, that Black boys in year 10 and 11 experience complex compounded risks of permanent exclusion (Gillborn_&_Mirza 2000). David Gillborn at Diane Abbot MP 2003 conference London Schools and The Black Child stated that:

> "Schools separate children on the basis of ability, aptitude and attitude. Thereby institutionalising failure caused by setting by ability (streaming) based on school notions of how clever young people are (expectations)."

1.2.2 Excluding Behaviour

In addition, we can conclude from statistics stated under section 1.2.1 that schools have an overwhelming tendency to employ excluding practices at critical points in the academic career of young people which result in lack of opportunity to gain academic qualifications. At ages 9 to 11 some young people experience what Osborne (1999) describes as '4th grade syndrome' and disengage because they become aware they are being treated differently and of teacher low expectations. We can conclude from this that policies are perhaps not uniform and are applied more stringently to Black young people. These practices place certain young people at a disadvantage in the labour market that they may not be able to redress. Though this research investigation does not deal solely with the issue of exclusion of Black young people, the statistics indicate that ethnicity is a factor in school exclusions. This leads the research to explore the sensitive and hugely problematic issues of colour and race to some small degree and this will be done in chapter two.

Parents, practitioners, politicians and government appear united in their belief that excessive excluding practice is undesirable and more inclusive practice is important in raising the attainment of young people. Yet the number of exclusions remains high and is further complicated by practices, which keep young people on school premises but

exclude them from regular lessons. These can be referred to as 'hidden exclusions'. In addition there are young people who truant, or move into new local education authority areas and become lost to the system because they are unregistered and, in effect are 'lost children'. There are many children considered missing from the school system but no definitive figures are held by local authorities to inform exactly how many children of school age reside in its borders. In a survey of students permanently excluded, it was found that a quarter simply vanished from the education system that is legally obliged to educate them (Bourne 1994). These are areas of increasing concern.

The DfES also recognises (DfEE 2003) that transition from one stage of education to another requires particular care or may also result in a young person becoming at risk especially at period of adolescent transition (age 11 to 14) when going into secondary school. There are changes outside (school environment) and changes inside (biological changes) compounded by an imposed dysfunctional label.

There is growing acknowledgement by the government (DfEE 2003), of the importance of multi agency collaborations, but how this works in practice eludes many organisations, government initiatives and practitioners.

1.3 Social Exclusion Unit

As part of its reform measures, New Labour set up The Social Exclusion Unit in December 1997 (Graham 2002) in an attempt to reduce social exclusion. The Social Exclusion Unit is made up of civil servants and external secondees from local authorities, housing, the police, voluntary sector, social services, faith communities and the probation service. Parliamentary Ministers oversee the work of the Social Exclusion Unit, which works very closely with Whitehall and departmental officials.

The approach of the Social Exclusion Unit includes wide-ranging consultation and the development of partnerships at local level to promote a 'bottom-up' approach to working (e.g. Local Strategic Partnerships).

During its first 3 years the unit reported to the Prime Minister (Tony Blair) on what it considered were five key areas, namely

1. Truancy & School Exclusion (May 1998)
2. Rough Sleeping (1998)
3. Teenage Pregnancy (1999)
4. Bridging the Gap – New Opportunities for 16-19 years olds not in Education, Employment or Training (1999)
5. Neighbourhood Renewal (1998/2000/2001)

Figure 1.1 SEU Five Key Social Exclusion Areas

1.3.1 Policy Action Teams

Nine months after being set up (September 1998), the Social Exclusion Unit published a report proposing the need for a national strategy for neighbourhood renewal (Adams 2002). A total of 18 Policy Action Teams were set up following the Social Exclusion Unit's published report on neighbourhood renewal.

The Adams, (2002) report illustrated that for a minority of young people poverty, family conflict, poor educational opportunities and poor services create a life of underachievement and social exclusion.

The report proposed 18 intersecting areas with two objectives:

1. Bridging the gap between the most deprived neighbourhoods and the rest of England and in all the worst neighbourhoods

2. Achieve lower long-term worklessness, less crime, better health and better educational qualifications

Figure 1.2 Two of SEU Strategic Objectives

The 18 Policy Action Teams comprised of a range of experts and people working in deprived areas to ensure recommendations were 'evidence based' and 'reality tested'.

1.3.2 Policy Action Team 12

Policy Action Team 12 produced a report which identified several aspects of disproportionate disadvantage for people from minority ethnic communities (Social_Exclusion_Unit 1998b) which intersected all aspects of social exclusion including

- Poor housing
- Unemployment
- Ill health
- Racial harassment and racist crime
- Underachievement and exclusion from school

Figure 1.3 Areas of Disproportionate Disadvantage

This present research is closely linked to the New Labour research by Policy Action Team 12 regarding underachievement and exclusion from school. In particular, this research is concerned with the issue of young people excluded from mainstream school education.

1.4 Post War Historical Movement

As stated earlier, social exclusion is one of the key concerns of the New Labour agenda. New Labour has placed education as a priority on its agenda and the European Social Fund has released money to social inclusion projects nationally.

Education is perceived as central to promoting social inclusion and as a result there are a number of social inclusion projects operating throughout the UK providing education otherwise than at school (EOTAS).

These projects are funded by monies, which ordinarily go to schools via two main funding streams. Central government gives general school capitation monies to schools via local education authorities (LEAs). Then there are specifically targeted funding streams for initiatives such as ethnic minority achievement and Excellence in Cities. These monies follow specific pupil groups and recently there has been a change in the thrust, which used to be that teachers targeted certain numbers of pupils whereas now they are supposed to look at the school across the board in terms of attainment to eliminate the difference in attainment between different pupil groups. Some monies follow individual pupils and as the LEA has a duty to educate all pupils when a student is excluded from school monies become reallocated.

From 22 March 2004, the excluding school loses funding from the day that an independent appeal panel decides not to direct reinstatement of an excluded pupil, or, if there is no appeal, on the day after the last date on which an appeal may be made or on the day (if earlier) that the relevant person notifies the LEA that they do not intend to appeal. Previously the excluding school would lose funding on the day the school's

governing body decided that the pupil should not be reinstated. This new date aims to provide schools with continuing funding so that they can arrange education for permanently excluded pupils while they remain on the roll of the excluding school. Allocation of monies to the new school is made from the date of entry to the new school. The LEA keeps the difference between these two amounts to contribute towards any time the pupil is educated out of school. If no school place is found for the young person, the home LEA keeps the entire amount deducted for education out of school. These transfers of money must be completed within three months of the relevant date. It is these monies which are used to pay for education otherwise other than at school provided by projects such as the social inclusion project where this 3 year research is done.

A condition of some funding is that project evaluations must be carried out. Limited local, sub-regional, regional, national and European research on social exclusion confirms that greater resources are needed to respond to this deeply entrenched problem for reasons of social stability and economic competitiveness. As a result projects are carrying out evaluations with largely anecdotal evidence of results but to date there is no rigorous published research that has systematically examined social inclusion practice.

The aim of this study therefore, is to uncover whether a model of socially inclusive practice exists and is in operation at an education facility otherwise than at school, aimed at young people unplaced, excluded or at risk of exclusion from mainstream school. This facility is in the form of a social inclusion project hereinafter referred to as 'The SIP' or the project.

The next section will introduce the background to The SIP by illustrating the context within which the facility was developed.

1.5 Project Background

The catalyst for this research was the Social Regeneration Budget (SRB) funding requirement to have an urban social inclusion project evaluated. The research took place over a 3-year period with interim reports submitted annually.

The project sat within a Education Business Partnership (hereinafter referred to as 'EBP') which was the lead body in an inner city local authority responsible for promoting, co-ordinating and delivering education-business activities aimed at raising the educational attainment of young people aged 15 to 19. It 'hosted' the inner city social inclusion project (The SIP).

The SIP is the 'umbrella' organisation for a collection of individual projects, referred to as 'implementing agents' combined into an 'umbrella' programme managed by the EBP. The project exists to facilitate inclusion and raise educational attainment amongst students 'at risk of exclusion' and 'excluded'. It seeks to serve the most excluded young people in a government designated urban regeneration area targeting young people aged 15-19 and will run till March 2004. The SIP is a central part of the local authority strategy for social inclusion and aims to address the need for local provision of a social inclusion service.

The 'hosting' arrangement developed as police sought to create a response to youth violence; this led to a small-scale initiative (The SIP) initiated by the EBP Manager in conjunction with the local education authority and the Chief Executive's office. However, the actual administration and other organization mechanisms for The SIP service delivery are quite independent from EBP and the local authority.

The project operates in a relatively leafy urban borough that has a broad geographical stretch of residents with wide ranging needs. Some parts of the borough house very middle class residents but the project serves an inner city area considered to be deprived

and in need of regeneration. The area has high unemployment, disaffection and much of the locality is run down and under threat by property developers.

The project was established in response to the increasing issues affecting young people excluded from school based mainstream education.

1.5.1 Strategic Location

SIP has a critical 'feed-in' role with regard to the borough's Young People and Families policy. See figure 1.4.

Having identified the historical context in terms of legislation and policy, the next question was where the project sits in relation to the numerous services available to young people and their families. The figure on the following page attempts to illustrate where the project sits in relation to other service providers.

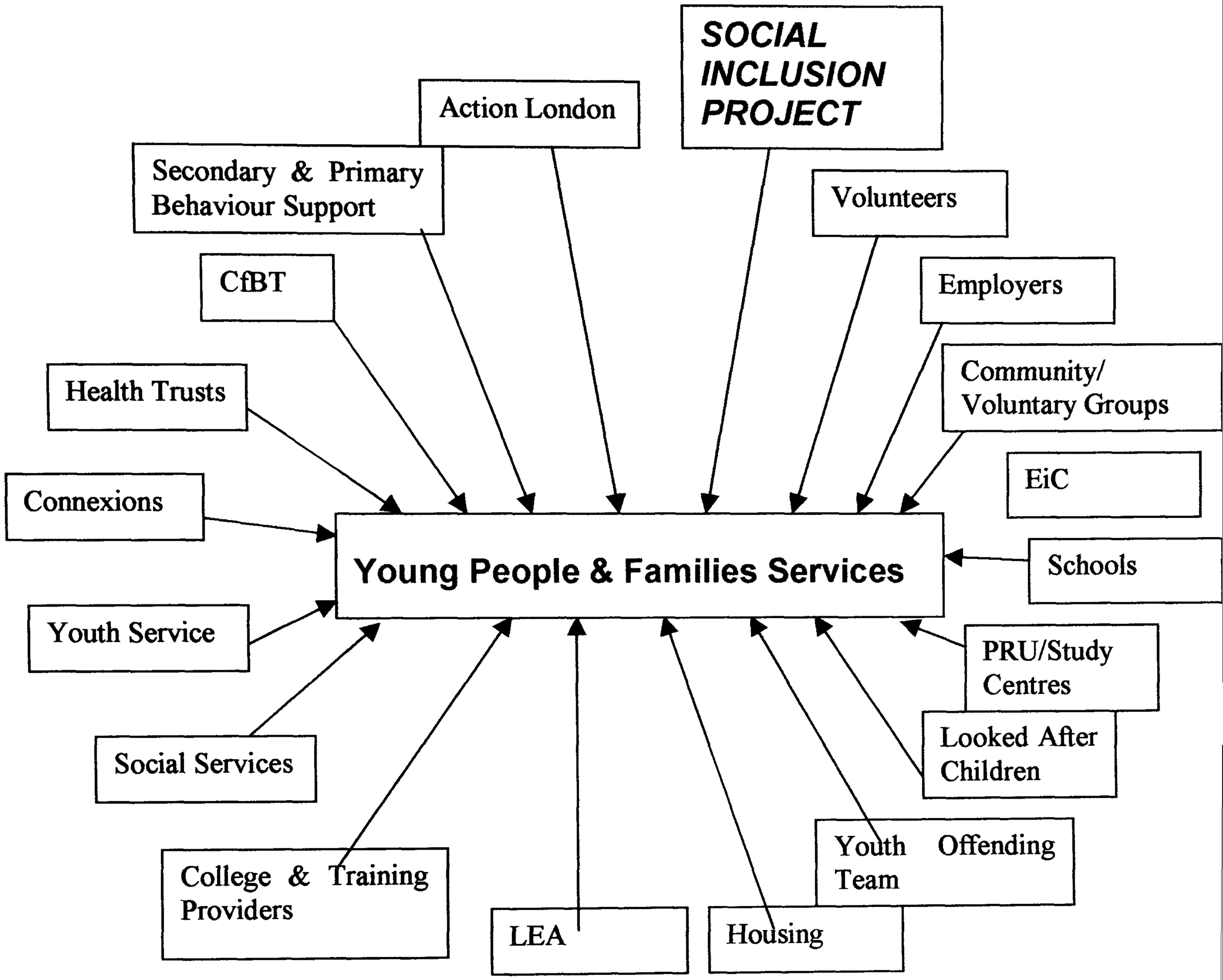

Figure 1.4 Social Inclusion Project Feed-In Location

Figure 1.4 illustrates the relationship between the various agencies (implementing agents, service delivery partners, etc.)

The specific objectives of the project are:

- to raise the educational achievement of its target population
- to increase social participation of its target population
- to raise the quality and effectiveness of education and training.

Figure 1.5 Project Published Objectives

The study examined the effectiveness and impact of the SIP and interim reports were submitted in three parts.

1. Overview (2002)
2. Practice (2003)
3. Summary (2004) to be produced

1.6 Social Inclusion In Practice

Over and above the requirement for independent evaluation, the author has a keen interest in identifying a model of practice as a solution for raising achievement among 'disaffected' young people.

In accordance with the research aim, the investigation seeks to find out 'what' happens generally in a social inclusion project, 'how' it happens, 'why' it happens, 'whom' it

happens to and most importantly the profile of 'who' does the practice and what the practice is.

To facilitate this objective, I critically examine a number of areas including

- Philosophy that underpins the project
- Organisational structure and operation
- Service delivery and monitoring mechanisms
- Outcomes
- Outputs
- Impact, sustainability of impact
- Measuring mechanisms
- Equality of access
- Quality of service

This is achieved using a rigorous and systematic process of investigation, recording, and analysis, which included examining government policy documents, project action plans and other documents that illustrated the project philosophy, policy and practice.

1.6.1 So, Who Are The Practitioners?

Practitioners fall into many categories including teachers, tutors, youth workers, group and family workers. But how is socially inclusive practice recognised? What are the identifying rules of principle and behaviour?

There is guidance issued by DfES to suggest that there are practices, which should be observed, however there is no UK published empirical research on which the guidance is based. So there is no transference from practice to policy (down up). In effect practitioners in schools and other education provision have the burden of interpreting policy to inform their practice on top existing demanding workloads.

Whilst it could be readily accepted that interventions are not neat packages and that they continually evolve, it might be useful to identify a model that can be disseminated and understood in terms of how it functions in the world of the practitioner who works face to face with young people.

Practitioners are at the centre of this investigation and their perspectives inform the findings of this study.

Principle and behaviour solutions perform a critical role in the development of systems of procedure in organisations, schools, other institutions and ultimately society and so in the investigation the research does not overlook social categories and interactions. After all, schools are merely micro representations of society at large.

If the government push is for 'inclusion' one must assume there are 'rules of principle and behaviour' that distinguish socially inclusive practice from other forms of practice. This research seeks to bring together commonalities of the practitioner and determine rules and principles of behaviour by establishing:

- The profile of the SIP practitioner
- What a social inclusion project does
- How a social inclusion project functions
- The benefits of being a SIP practitioner
- The disadvantages of being a SIP.

Figure 1.6 SIP Commonalities To Be Established

The research investigation examined

- roles and responsibilities within the project,
- internal and external communication
- performance indicators
- How objectives are identified and assessed
- How targets are set
- What processes are used to create an agreed method of working together
- Action planning processes.

There is considerable research to date focusing on school exclusions and social exclusion. Levitas (1998) offers three forms of discourse with reference to exclusion.

- Redistributionist – the focusing on high profile social problems like begging.
- Moral Underclass – people's tendency to become dependent on benefits
- Social Integration – identifying a correlation between people's lack of attachment to family, work, education and the degree of their exclusion. This can be described as disaffection.

Figure 1.7 Three Forms of Exclusion Discourse

Social integration is the discourse most widely used throughout this research with the focus on the role the practitioner plays in this regard.

1.7 Researcher relationship with the research

This section describes how the research coincided with my primary interest, which is personal and professional development of the practitioner, and how I was recruited and mobilised into the research process.

1.7.1 Serendipity

The author has been working in the field of community, project, personal, professional and youth development for over 20 years. It is in the course of this activity that the opportunity to receive a doctoral scholarship arose.

In accordance with funding requirements, the project required evaluation. During the process of evaluation, I was able to gather data for this research. The condition of a scholarship was that I carry out independent evaluation on behalf of the university.

The evaluation took place over a 3-year period and set out to explore the extent to which the project met its aims and objectives of enhancing the education and work opportunities of young people underachieving, excluded or at risk of exclusion from mainstream school.

This process provided the opportunity to document the issues from the social inclusion practitioner perspective in an effort to identify whether a socially inclusive practice model exists as an alternative pedagogy to the excluding practice which has led to a large number of excluded young people.

1.7.2 Declaration of Possible Conflict of Interest

It is important to declare at this stage, that this research is part funded by the SIP. The implications of this will be further discussed in chapter 5. In an attempt to represent the data faithfully I have followed strictly the guidelines provided by the chosen methodology.

Having worked with hundreds of young people and adult teachers and learners, I have regularly witnessed the impact of missed education opportunities and low self-esteem. The relationship between issues of identity, self esteem and professional practice has been a recurring theme in my work and forms an important component of this research. The opportunity to take this theme one step further and see the world through the eyes of the practitioner is 'thrilling' (Browder 1997).

It has been my ambition for some time to work with educators and learners searching for effective methods to help people unlock their positive potential and achieve academic and other success and to this end the author is interested in investigating alternative multi-level multi-disciplinary approaches to teaching and learning in order to raise achievement for all learners by exploring the practice of social inclusion as a tool for enabling teaching and learning to take place, thereby facilitating enhanced personal and professional development of both the student and the teacher and achieving social and economic inclusion through education.

The research aims to contribute to raising professional practitioner competence, quality and effectiveness of education and training by uncovering a transferable model of practice which can provide staff development guidance and support to practitioners in the helping professions whilst at the same time enabling educators to respond more effectively to the socially excluded thereby facilitating their inclusion.

1.8 Who Cares

There is evidence to suggest there is a strong relationship between young people unplaced, excluded or at risk of exclusion and the criminal justice system. The cost to the prison system, the effect in terms of anti-social behaviour orders, unemployment figures, crime is immeasurable but significant. The finding of this research has implications for professionals in the helping professions and just as importantly the clients of an education service.

There is a long history of concern by parents, educators and other interested parities about the issue of exclusion and "miseducation" of Black children (Graham 2002). There have been various responses to the disaffection and disengagement of young people in the education system with the current thrust being on raising achievement and widening participation.

However, there is a feeling that a more serious look needs to be taken about institutional structures and educational processes that often result in the differential treatment of certain sectors of the school population (Gillborn 1987; Gillborn_&_Mirza 2000; Rassool & Morley, 2000).

There are increasing numbers of parents, professionals, policy makers and students who care and so we need to seek explanations for the disaffection of some young people and recognize the complexities involved in disaffection that produces such detrimental effects in students' learning as well as emotional and social costs to the individual, communities, and the wider society.

1.9 Dissertation Architecture

This thesis provides the details of a research investigation into inclusive practices with seven chapters. The research is organised in the following way

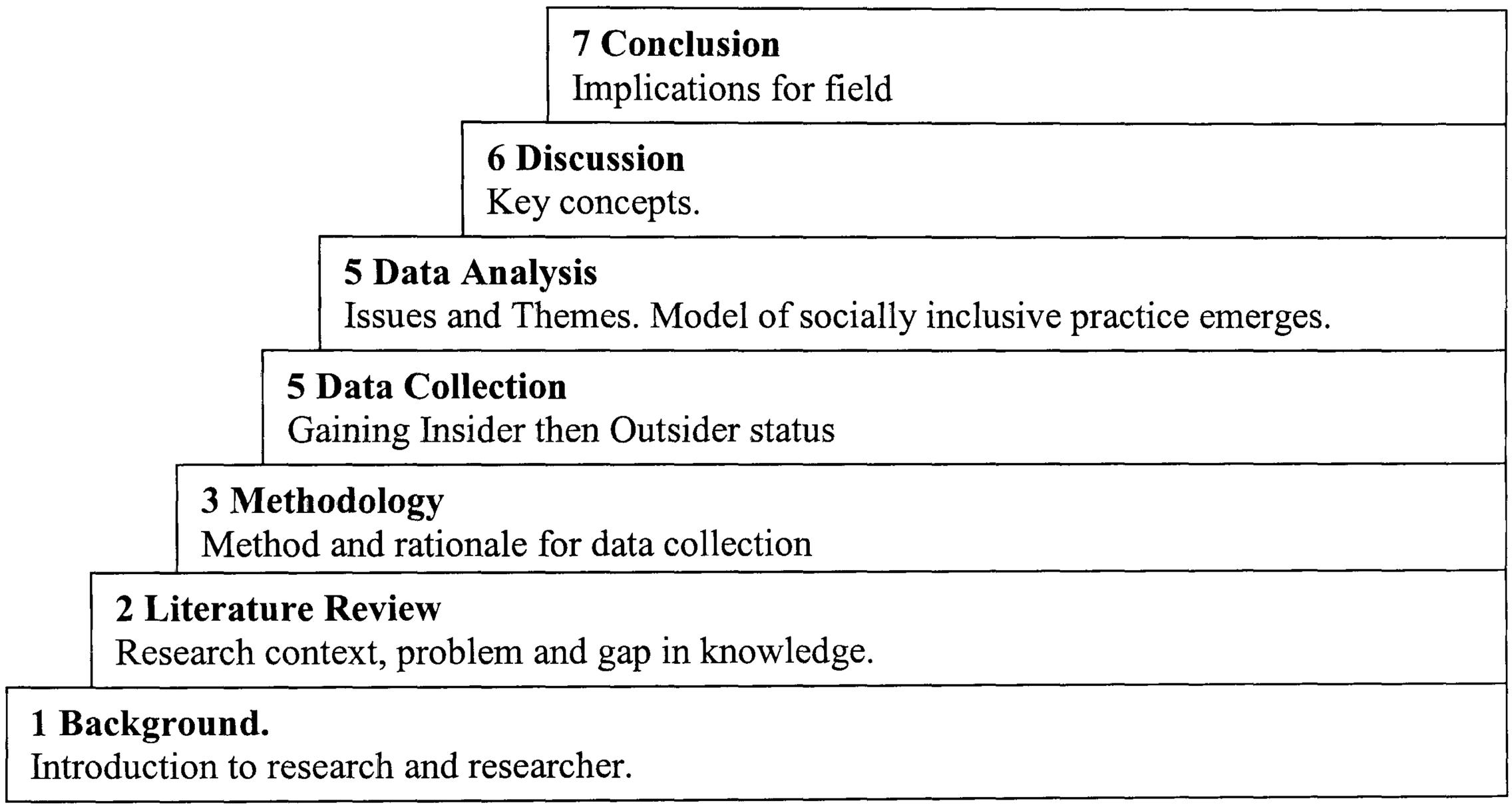

Figure 1.8 Dissertation Architecture

Chapter two presents a review of existing literature in the area of social exclusion. It examines the historical context within which the concept of social inclusion emerged. It looks at the philosophy behind inclusion and reveals the people and institutions that are most closely linked to notions of inclusive education.

The discourse provides evidence of existing and past published and unpublished work that has contributed to forming paradigms that inform mainstream pedagogy and alternative models for teaching and learning.

It provides the reader with a background of some of the existing bed of knowledge around inclusion and disaffection in the United Kingdom and United States of America and describes the profile of those 'at risk of exclusion' and the so called 'excluded'

The majority of existing research uses a quantitive measure to statistically determine the volume of young people excluded from school. However there is little research looking at the practice of practitioners in a project specifically set up to raise the achievement of an excluded population. It determines that there is a real need for UK initiated research as the basis of creating new paradigms that employ innovative and collaborative approaches to raising the achievement of young people excluded or at risk of exclusion.

Some of the issues addressed raise sensitive and controversial matters important in establishing professional personal and cultural roles with social and historical context of inclusion and it is my view that if we do not recognise who we are, how this affects our work and what we do we cannot be in a position to change anything.

The third chapter presents the methodological approaches considered by me and why the particular research method (Grounded Theory) was selected. This approach takes the researcher to the field of research without predetermined questions simply a research area and lets the data direct the researcher. I was keen to avoid imposing preconceived ideas or testing any hypothesis. I remained open so that theory could emerge from empirical data generated and in effect be grounded in the data. This involved a process of continual analysis occurring simultaneously with data collection as opposed to completing collection before commencing analysis.

It sets out the research discipline and presents evidence of the dynamics that impacted on and influenced this research methodology.

Chapter four reveals the data collection events and presents issues, which arose in the data collection process. The chapter explores in detail issues that were unforeseen as well as matters of protocol.

In chapter five the data obtained during the evaluation of the project is analysed and the issues emerge from the voice of the practitioner. These are analysed further still to identify whether any themes become apparent.

The key indicators are identified which provides the basis for offering up characteristics of socially inclusive practice agency. The emergent model of inclusive practice becomes evident.

In the following chapter six, selected key concepts from the data findings are discussed in some further detail, summarising key points and the reflections of the author.

Chapter seven reviews the research and specifies the original contribution to knowledge that this research has made. It suggests implications and possible issues for future research.

1.10 Summary

This chapter has provided a general introduction to the research investigation. It attempts to unpack some of the complexities associated with identifying the meaning of exclusion and the background thereto. It has provided evidence of the need for a new thinking to arrest the huge gulf between concept and practice. The next section will contextualise and justify this research investigation by examining relevant literature and perspectives.

CHAPTER 2 – LITERATURE REVIEW

Philosophy, Policy, Schools, PRU's Pupils, Parents, Projects & Practitioners

2.1 Overview

The last chapter introduced the research issue as that of inclusive education, however it sits within the broader area of social inclusion that has wider social and international contexts. It is therefore appropriate, to briefly revisit the broader definitions and themes regarding social exclusion as it relates to the question of inclusive education to provide social context.

The aim of this chapter is to explore historical notions of exclusion and take a brief look at the legislation that has informed post-war policy and practice.

It reveals some of the education issues in relation to the issues of excluding practices in education and refers to the significant publications in the form of reports, legislation, DfES guidelines and policies designed to inform practice.

This chapter also investigates the roles and responsibilities of schools and pupil referral units (PRUs) then goes on to reveal the profiles and rights of 'excluded' young people and the impact of exclusion on parents.

Finally, this chapter looks at the emergence of funded projects and the practitioners who work in them and concludes by identifying several gaps that exist in the literature.

The philosophy that informs the inclusion agenda has its origins in a belief system that holds mainstream school and employment as the indicators of success and does not include personal and socially constructed histories as contributory factors in the forming of attitudes and behaviours of practitioners. So, this section will also provide a philosophical perspective as I consider the worldview of the philosophers that have made a significant contribution to the perspectives, which form the foundation of schooling, education, exclusion and excluding practices.

This chapter will then go on to take a brief look at policies and legislation that have informed practice in schools and other institutions set up to work with the young people who are excluded or at risk of exclusion. Following this I look at different 'school type' provision that have evolved to illustrate the attempts made to meet the curricular and non-curricular needs of a varying population. I then go on to discuss pupil referral units (PRUs), the local authority provision for young people who have been excluded, or are unplaced; pupils who are affected, profiles of excluded young people and their marginalised communities; and their experiences that may include trauma from war torn situations so have experienced trauma and further exclusion is therefore particularly serious. Also discussed is the impact on the parent of an excluded young person. Following this, is a discussion about projects which arise as a result of need for education provision otherwise than at school (EOTAS). These projects have sprung up to meet this need over and above that which the PRU can provide. These SIP are largely specialist and are quite dynamic in terms of provision and will be explored in further detail.

2.2 Introduction

Despite government guidance on exclusion, see circular 10/99 (Dfes 1999a) and 11/99 (Dfes 1999b) which gave guidance on the administrative and legal responsibilities of LEAs for managing attendance, education outside school, issues regarding exclusion and Pupil Referral Units and the operation of the school exclusion process; exclusions still remain high (see fig 1.1 DfES Permanent School Exclusion 2002 Data Chart). This is an unattractive social forecast as the long-term effects of exclusion indicate a link to economic inactivity, poverty and crime.

The government's Social Exclusion Unit published its inaugural report titled Truancy and School Exclusion (Social_Exclusion_Unit 1998b) indicating that the most vulnerable groups include:

- Travellers
- African Caribbean[2] boys
- high mobility pupils
- white working class boys
- young offenders
- pregnant teenagers
- children with medical needs
- children educated other than at school
- refugees/asylum seekers[3]
- looked after children
- unplaced (children without a school place)
- excluded pupils
- Pupil Referral Unit pupils

Figure 2.1 SEU Vulnerable School Excluded Groups

The language contained within the Truancy and School Exclusion report is exclusionary and much of the inclusive education discourse gives identities to young people, which serve to differentiate. The differentiation into these vulnerable groups marginalises many of them by introducing notions of 'belongingness'.

It is possible that that some young people could belong to more than one vulnerable group. This multiple membership to vulnerable groups in itself marginalises.

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[2] African Caribbean used to describe people whose cultural heritage is linked to the Caribbean. African Caribbean, Black and West Indian are terms used interchangeably as appropriate. People of African origin born on the Continent of Africa are referred to as African.

[3] Asylum seekers, refugees, immigrants, new arrivals are used interachangeably to refer to peoples from other countries and/or cultures.

Recent research (Daniels 2003) indicates that 50% of excluded young people were in education, training or employment up to 2 years after their permanent exclusion from mainstream school. If we look at this from another perspective we will see that 50% of excluded young people were not in education training or employment for the same period.

Further research indicates that these 'unplaced' young people become members of the bottom of the British ladder of labour (Dhondy 1985).

There are critical factors which operate in terms of reintegrating young people with their families (Daniels 2003), these are

- the belief young people have in their abilities
- supportive family and friends
- ongoing support after permanent exclusion from link workers or other skilled staff.

Figure 2.2 Critical Reintegrating Factors

Another important finding of the report is that re-integration into mainstream schools often failed, but was possible, in highly inclusive schools.

It is appropriate to mention here that the use of the terms integration and inclusion is not about semantics even though the terms are often used interchangeably. Integration is about a pupil's readiness for being placed in mainstream school whilst inclusion recognises the environmental causation of underachievement (Ryan 1976) and is a process of school values and practices reform, designed to make schools more responsive in terms of valuing diversity of gender, nationality, race, language, social background, educational achievement and disability as well as helping teachers

acknowledge the shared responsibility of failing young people and develop professional practice to assist the learning of all young people (Mittler 2000).

The issue of exclusion has been the topic of conferences for years. In 1994 UNESCO organised a conference attended by 94 senior government representatives and representatives of many non-governmental organisations (NGOs) in Salamanca, Spain. The conference clarified the philosophy and practice of inclusion stating that inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. It also stated that human differences are normal and that learning differences must be accommodated by adapting teaching to meet the needs of the child urging ordinary schools to recognise and respond to the diverse needs of the students (Mittler 2000).

One of the more significant findings in Working Towards Inclusive Education is the finding that "link-workers from a range of professional backgrounds can make a significant contribution to positive outcomes for these young people". (Mittler 2000).

2.2.1 What is Social Inclusion

Concerns about exclusion and notions of inclusion, have steered government agendas and thinking for some considerable years. A universally agreed definition of social exclusion and the solutions that would address these concerns remains elusive however, government, policy makers and practitioners continue to work toward notions of inclusion.

What exists is a social inclusion discourse that is driven by New Labour strategy to address issues of social exclusion, but this research investigation could not locate a UK social inclusion practice regulating body. So, the practice of social inclusion intervention is not officially supported or co-ordinated in terms of provision, codes of practice or levels of competence. There are no published statistics available in terms of the number of social inclusion projects funded or operating effectively and no one model or approach is advocated or recommended.

2.2.2 How do you know when you have achieved inclusion?

The analysis of New Labour 1998 Social Exclusion Unit report suggests that getting young people into mainstream schools and the workforce constitutes social inclusion. However, there does not appear to be a framework for measuring degrees of inclusion.

As the indicators for exclusion are measured in terms of economics, employment, delinquency, truancy, illegitimacy and teen pregnancy, one can presume that inclusion would be measured using the same indicators. What is missing from government policy, however, is a definitive or acceptable level of exclusion and a list of practices to be employed to achieve socially inclusive practice. Until one can determine and agree what social inclusion looks like, distinguish social inclusion practice and what social inclusion projects do; it can only be problematic to attempt to grasp social inclusion practice. It is my epistemological position that knowledge is revealed through observing and experiencing social settings.

This research is concerned with providing a model of inclusive practice that works toward the government agenda of providing inclusive education for all and so this investigation uncovers the voice of the social inclusion practitioner in education.

2.2.3 Definitions of inclusion in education

In an attempt to discover the principles of an inclusive approach, the Centre for Studies in Inclusive Education (CSIE) Index for Inclusion (http://inclusion.uwe.ac.uk/csie/indexlaunch.htm) suggests that inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as `having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.
- Young people more likely to find mainstream school challenging are considered 'at risk'.

Figure 2.3 CSIE Index for Inclusion

2.2.4 Measuring Inclusive Education Processes

The Centre for Studies in Inclusive Education (CSIE) 2000 has developed an Index for Inclusion (CSIE 2000) as a tool for use by schools (see figure 2.3). It is organized in three dimensions of culture, policy and practice;

1. creating inclusive cultures (building community and establishing inclusive values)

2. producing inclusive policies (developing school and organizing support for diversity)

3. evolving inclusive practice (orchestrating learning and mobilizing resources).

Figure 2.4 CSIE Dimensions of Inclusion

The above-mentioned index provides a framework for self-evaluation. However, social exclusion issues are extremely complex, highly problematic and one could argue relatively controversial and simply listing a framework without addressing some of the issues from a practitioner perspective is similar to the government type 'top-down' strategic approach.

New Labour's widespread strategy for inclusive education is underpinned by the drive for social inclusion and government-funded initiatives have surfaced nationally in an attempt to address the issue of school exclusion.

New Labour's current social inclusion strategy ignores the lived realities of the 'excluder' and the 'excluded' and simply reports on the conditions and symptoms of exclusion, failing to include human needs as a strategic education priority.

The research community is largely preoccupied with harvesting statistics (Dhondy 1985) to demonstrate three major strands of school exclusions:

1. the nature and volume of school exclusions
2. the profiles of excluded young people;
3. the causes of exclusion

Figure 2.5 Research Community Pre-occupation

This research is not interested in the question of identifying young people who are excluded or at risk of exclusion as this is well established and providing evidence that the education system is failing huge numbers of young people but in particular, Black boys is also evident. The attention given to this issue focuses on their behaviour but behaviour is simply a symptom of something else that cannot be solved by focusing on conflict or anger-management alone (Majors 2001).

Much of this pre-existing research targets the student as the statistical measuring mechanism, this, coupled with the labelling such as disaffected can have the effect of stigmatising and pathologising the student. As a result, teachers can misinterpret research findings and develop low expectations of academic ability and behaviours of young people; situating the problem very firmly with the student who is then viewed as deviant, culturally deprived[4] and defective[5]. This highly sophisticated and well-

[4] Cultural deprivation suggests the child is linked to a community that is disadvantaged and socially deprived with stereotyped connotations of matriarchy, fatherlessness and pervasive illegitimacy. The view rests on incorrect

rehearsed process of blaming the victim is often very subtle, fuelled by an ideology[6] cloaked in kindness and concern, which confuses the observer and diverts the focus away from the cause and the victim whose plight is downgraded (Ryan 1976).

A review of the literature finds no significant UK research that targets the social inclusion practitioner as key informant and the UK research community has tended to contribute school exclusions to a child focused special education needs, behaviour, language or Race issue. The significant contribution of this research is that it places the behaviour of the practitioner as central.

Schools are directed by the government to be more inclusive without being offered an empirically based socially inclusive practice model to guide them. In effect, practitioners are told 'what to do' but not 'how to do it'. Teachers are expected to become social inclusion practitioners, but what, in the view of the practitioner, is it that distinguishes a Social Inclusion Practitioner from a traditional Teacher?

The conventional construction of teachers is linked to school based teaching practice and curriculum delivery, more recently national curriculum delivery.

Although the National Curriculum 2000 includes a statutory inclusion statement that makes it quite clear 'schools have responsibility to provide a broad and balanced curriculum for all pupils', (DfEE 1999); with curriculum delivery and SATs as the focus, issues of humanity and personal growth become casualties and recognition of the spiritual, cultural and identity needs of young people are neglected.

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notions that the community doesn't speak properly or read so called popular or intellectual materials e.g. magazines, newspapers and books.Ryan, W. (1976). Blaming The Victim. New York, Vintage Books a division of Random House.

[5] This view stems from the deficit model which considers that there is a defect within the child who could then be rejected (excluded) absolving the practitioner of any responsibility for failures. In contrast, a social model is based on the proposition that society and its institutions are oppressive, discriminatory and disabling and that obstacles to participation require removal.

[6] Ideology, according to Karl Mannheim, is the collective unconscious rooted in a class based interest Mannheim, K. (1936). Ideology and Utopia. New York, Harcourt, Brace & World, Inc.

, Ryan, W. (1976). Blaming The Victim. New York, Vintage Books a division of Random House.

There is no established and recognised process of diagnosing the teacher-student relationship as a possible indicator leading to exclusion; or a systematic way of identifying learning or other human needs that may be the cause of pre-exclusion symptoms presented in schools. Young people are simply blamed for unresolved problems and become the excluded. Personal histories of student or teacher are ignored and young people who may have already experienced the trauma of poverty, war and bereavement (losing parents and/or siblings) are further traumatised by rejection (exclusion).

This research provides the first UK based examination of the practitioner with consideration of the historical, philosophical, social and political developments leading to the current government vision for inclusive education spearheaded by the government Social Exclusion Unit and aimed at schools.

To provide some background and insight into this area, this chapter will reviews some of the literature related to the key themes of this thesis, which are,

1. notions of inclusion
2. inclusive practice

Figure 2.6 Key Themes of Research

I propose that the conceptual basis upon which the problem of exclusion is identified, approached, researched, tackled and evaluated is itself in need of analysis. I further propose that

- 'inclusion' is a recycling of old ideas with a shift in terminology
- the rephrasing of inclusion is 'linguistic' not conceptual
- the discourse of inclusion is in itself exclusionary (Mittler 2000).

The following section goes on to explain how the phrasing and discourse has changed but the underpinning concepts of using mainstream, as the measure for including has not changed. Furthermore the discourse takes place among a select population of professionals and the people subject to exclusion or the risk thereof, are not privy to the discourse, the discourse arenas (literature and conferences), the decision making processes or the categorising.

In view of the profile of excluded young people as illustrated in figure 2.1, this chapter takes a brief but in-depth look at racisms[7] as a critical component of marginalizing behaviours, recognising that whilst racisms are not the totality of the inclusive education debate, there are some links.

Efforts to tackle issues of racisms require a willingness to properly engage with the issues of marginalisation and oppression. I argue that the ability to do this depends on the relationship that one has with the sensitive issues and history of racialisation and the effects thereof as well as the intention of the practitioner to employ inclusive practice.

This is a critical issue in terms of properly examining excluding practices. Practitioners who fail to recognise the part they play in the practice of exclusion, prevent a complete examination of pre-exclusion indicators.

This perpetuates the current practice of placing the entire blame for exclusion on the young person who is in effect the victim of excluding practice. Ryan (1976) uses the term 'victim blamers' to describe people who are "careful to disassociate themselves from vulgar overt racisms and may display physical and emotional discomfort at the mere mention of the word 'racism'" (Ryan 1976).

The practice of exclusion could imply the dismissal of the personal histories of both the student and the practitioner. I propose that once people become aware and acknowledge that the circumstances under which some migrant populations arrived in the UK was in response to a call to rebuild Britain after the war, and that the contributions they have

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[7] The use of the word 'racisms' (plural) indicate the presence of a multiple agency of race as an oppressive tool of establishing differences.

made, and continue to make, to society are significant it may reduce misunderstanding. In addition, there may be value in revisiting how some migrant populations have suffered prolonged exclusion in linked histories so that the context and background to exclusion can be linked with the increased urgency to employ inclusive practices. Indeed the complexity of 'isms' such as race[8], gender, class, culture[9] and ability, permit marginalisation in a far more fundamental humanitarian way, an argument which is well rehearsed in the disability debates (Mittler 2000). The unawareness exists despite the well-rehearsed discourse in research related to exclusions that chart reasons for migration.

Lack of knowledge and lack of practice guidance may be a contributory factor in the misunderstandings that may be leading to excluding behaviours. I argue that increased awareness would have a positive impact on reducing excluding behaviours as well as reducing the anxiety experienced by some practitioners when addressing sensitive issues that affect marginalised communities. So, instead of attempting to regurgitate one view of the exclusion problem, the author approaches the concept of inclusion from a philosophical perspective that situates the practitioners as central to combating the problem of exclusion in an attempt to provide some of the information that will reduce the level of unawareness.

This research investigation includes exploring the basis upon which the current concept of inclusion is formed, and subsequently informs notions of inclusive practice.

Foucault's work attempted to show that although the basic ideas which people normally take to be permanent truths about human nature and societies, change in the course of history, the assumptions are often carried unconsciously and unexamined (Hall 1992). This has fundamental implications for inclusive education as the history of inclusion (and its antithesis exclusion) forms the basis for existing legislation and guidance.

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[8] Race is label given to characteristic of human being and distinct and differentiated from term 'culture'.
[9] Culture is derived from social anthropology and refers to shared meanings within groups symbolically and as a social practice which creates a 'belongingness, it is distinct and differentiated from term 'race'.

If, according to Woodson (1996), history, is not the mere gathering of facts, there must be included some description of the social conditions of the period being studied. This said, it is important to explore the social conditions and histories preceding the current discourse of inclusive education.

The aim of inclusive education is to work toward school age children attending mainstream school, so this review takes a historically organised look at inclusion and exclusion, and examines the philosophical origins of schooling as distinct from education, tracing the origins of inclusion to a model of Christian helping. This is done in an attempt to isolate some of the key ideologies and characteristics of mainstream school and other education provision which are relevant to this research investigation, in an attempt to illustrate how the historical basis upon which schools have evolved may contribute to current day problems of exclusion and ignore the critical matter of humanitarianism.

2.2.5 Alternative Worldviews

If Plato's 'sunlight' is accepted as a metaphor that suggests certain things can only be understood by a mind spiritually and intellectually attuned to it (Hollis 1997), it is important to relay, as much as is possible, to the reader so that attunement can take place. To aid this process, we can go on to recognise that the discourse of inclusion is not the outcome of one, but a series of historical discourse transitions.

Although generalisations can abstract from the detail and importance of events, the author generalises in an attempt to cover the vast historical periods that impact on today's concept of 'inclusion'. This in no way dismisses the importance of locating inclusion in the current and local context, but is provided to give the important chronological, theoretical and analytic rationale vital to the research.

2.2.6 Origins of Inclusion

To properly explain the concept of inclusion, I distinguish between 'social' movement and 'historical' movement. The former is concerned with structural problems in society, whilst the latter determines the process over a period. (Delanty 1999).

Contemporary philosophical thought emerges from earlier philosophies and although the views held historically were legitimate in their historical context, a brief historical introduction provides information about the relevance to current issues of exclusion.

2.2.7 Social Inclusion The Concept

European histories of French, Spanish, and Portuguese are important in the histories of some of the marginalised populations and a number of respected European philosophers made contributions that influenced the UK historical and contemporary discourse. In fact the concept of 'social inclusion' was first popularised in France in 1974 by Reni Lenoir the then secretary of state for social action who recognised the need to strengthen social cohesion and improve conditions for those the economy was leaving behind. The term was used to refer to people who were physically disabled, mentally disabled and/or socially maladjusted. The term was also used to refer to the same group of people here in the UK. The inclusive education discourse is still often linked to young people with special education needs. This research investigation however, is not solely concerned with special education needs (SEN) although young people with SEN will be part of the marginalised community that this research refers to.

The issue of 'inclusive education' has been debated in England for several decades (Education 1967) (Warnock 1988). These notions of 'inclusion' suggest the existence of 'exclusion' and provokes the question; exclusion from what?

Further still, how does one determine 'who' is most likely to be excluded, who excludes and the impact of such exclusion?

2.2.8 Establishing Notions of Difference

To recognize the 'excluded' from the 'included' there must be some distinguishing 'difference(s)' the basis of which is used to classify and categorise the 'excluded' 'others[10]'. This differentiating is an essential step in the process of negative stereotyping of marginalized groups. History indicates that in Europe, difference has had an extremely detrimental impact on certain populations, for example in ancient Greece, difference was deduced to represent 'savageness[11]' and in the case of some peoples the difference resulted in notions of 'sub humanity' (Ryan 1976) which was then treated as the justification for unequal treatment of fellow humankind.

This section takes a brief look at the idea of 'social difference' and the 'right' to be 'included' by examining policy and legislation and in so doing reveal a historical relationship between difference, behaviour punishments and penalties and excluding practices.

2.2.9 Causes of Social Inclusion

There is no mono-causal (reductionist) explanation of exclusion, no single phenomenon but a combination of factors which can form the beginnings of an explanation but the research question (see fig 3.1) directs me to look more particularly at recent educational practices and social movements in relation to exclusion on and off school premises. In 1965, the Ministry of Education, under Sir Edward Boyle, recommended a policy of 'dispersal'.

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[10] Notions of 'otherness' were constructed during the period of European exploration leading to the conquest of the Americas, Asia, Africa and the Pacific between the fifteenth and nineteenth centuries.Stuart Hall, B. G., Ed. (1992). Formations of Modernity. Understanding Modern Societies an Introduction Book. Cambridge, Open University.

[11] Savageness was attributed to those people who had a difference in language and were labelled wild, uncivilized, dangerous, rapacious, undeducated, lawless and scarcely more than animals.

This gave rise to systems of 'banding' which streamed young African Caribbean students into classes for young people considered educationally subnormal (ESN) (Coard 1970) leading to over-representation in exclusions, lower sets, and in the ranks of the underachieving (Gillborn 2001), and the daily 'bussing' of approximately 3,000 Asian students designed to disperse the numbers of immigrant young people among schools (Dhondy 1985).

There are an established number of social theorists and picking through the debates and propositions is a consuming intellectual activity, however, the author will briefly outline the issues of science, theory and inclusion as it relates to this research and is directed by the research question. This section continues by taking a philosophical look at issues that underpin notions of education, inclusion and have influenced the authors approach to this research.

2.3 Philosophy

The importance placed by some on being socially included implies that there is some value in 'inclusion' and whilst early philosophers put great emphasis on the individual, there are clear government driven objectives to also create a society that includes.

Government research indicates that there is a link between school exclusion and crime. It could be argued that in areas of high deprivation an individualism develops that results in a 'dog eat dog' world" (Browder 1997) borne out in the increased hopelessness, homelessness and crime. This could be said to be the consequence of the philosophy of a Conservative government led by Mrs. Thatcher who argued there was no community.

Exclusion does not equate to being valued and research indicates that knowledge of self contributes to a sense of confidence and feeling valued. Philosopher Cheikh Anta Diop (1978) considers it critical to know the knowledge of one's self but he also raises the importance of cultural origin, history and difference by promoting the concept of

African identity. The teaching of a balanced history of marginalised communities is a relatively recent development and often began with the portrayal of African histories as beginning with the slave trade. Diop (1998) argues that the history of humankind incorporating correct African history is lacking. He maintained that the object of historical study is to arrive at a reasonable interpretation of the facts proposing that history is more than political and military records of peoples and nations. This research is the first attempt to introduce the critical significance on inclusive practice of different perspectives, different histories and different peoples.

If mainstream is the objective of New Labour, and mainstream constitutes contributing to a workforce, then inclusion is closely linked to issues of economics.

The histories of marginalised people and economics is beyond denial and Althusser asserted that it was possible to study politics, law, and philosophy as activities independent of economic production, indicating a recognition of economics as not contributing to the development of people but to the development of wealth.

Althusser's most controversial idea was that Marxism was not a moral philosophy concerned with the alienation of humankind under capitalism and its possible redemption under socialism, but rather that Marxism was a science and an "antihumanism." This follows the argument that wealth is not about the development or inclusion of people but the generation of wealth through economic worth. Franz Fanon argues that economics is the base for a neo-colonialism, a new kind of colonialism.

2.3.1 Periods of Philosophy

Modern forms of thought about society or Thatcher's denial of community are rooted in the sixteenth and seventeenth century but received their most effective expression in the mid-eighteenth century, the period of Kant's 'enlightenment[12]' (Hall 1992). The period of enlightenment had an impact on the concept of 'school'.

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[12] Enlightenment was an intellectual movement which stressed the primacy of reason and rationality, the idea that all thought and knowledge is based upon empirical facts, positivism, universalism, progress, individualism, toleration,

Philosophers are influenced by the social climate that they live in and it follows therefore that the work of philosophers and researchers directly and indirectly influenced education teaching and learning systems of belief as they do today. Philosophers and historians shape the documenting of historical events from within a particular frame.

The histories of Europe and Africa are intertwined (Stokes 2003) (Ashby 2003) over several centuries and very significant in terms of notions of mainstream and inclusion. In the same way that the ancient history of Europe is inextricably linked to Greece, the ancient history of Africa is inextricably linked to Kemet, Egypt (Diop 1978). However other histories have been excluded along with the philosophies that reflect the people and the corresponding social customs.

The exclusion of histories and historical events prevents a holistic perspective necessary in a contemporary Europe which has its roots in a history that is intertwined with the histories of other peoples who make up the modern diverse population (Diop 1978).

In view of the above, it is feasible therefore, that modern history follows from ancient history and the contribution of philosophers, reflect the histories of people and social events. The period of enlightenment continues to underpin the social sciences today (Hall 1992). These philosophies influence policy form the backdrop to behaviours and practice that take place inside of schools, and inform the decision-making processes that lead to exclusion.

2.3.2 Worldviews

Asante (1988) introduces notions of 'being and knowing' which extend beyond enlightenment period. It is this alternative way of knowing as a philosophy that I

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freedom, uniformity of human nature and secularism Stuart Hall, B. G., Ed. (1992). Formations of Modernity. Understanding Modern Societies an Introduction Book. Cambridge, Open University.

attempt to incorporate (include) not simply as the subject of this study but as an objective of my research methodology.

Asante (1988) argues that the special role that history assigns to the scholar can be elusive and uncomfortable and that there is no way to talk about education without looking again at the roots of world history and the interplay of the histories of various people.

Although declaring an African centred philosophical and pedagogical perspective has been declared as tantamount to career suicide in Britain (Christian 2001), it is essential to this research to establish and include African agency. Indeed, Asante (1988) further argues that the scholar of social science locates people on the map of human geography relaying the historical, cultural and political time of day.

One could argue that exclusion is not simply a matter of physical or technical marginalisation, but that philosophical exclusion of the author's worldview would serve to create the risk that the intended learning outcome, presentation and analysis of this investigation would be severely hampered and as a direct consequence not achieved.

2.3.3 Cross Cultural Approaches To Knowledge

Centrism is the operation of the person as subject (e.g. African as subject, Latino as subject, European as subject, and so forth), and has two components, the

1. Theory
2. Practice

Figure 2.7 Components of Centrism

It is possible to master one and not the other, for example be involved in the theory and not be involved in the practice or vice versa. One can have a historical and social memory that is not culturally African but practice Afrocentricity as a life style and pursue a world voice which is Africa centred in relationship to external phenomena. Not distinctly African, but Africa-centred, a theoretical perspective. This approach to theoretical perspectives avoids notions of one being better or superior and the other being of less value or inferior, instead centrism recognises and acknowledges alternative knowledges and places the holder of the particular perspective as central to the worldview.

These notions of 'superiority' and 'inferiority' have links to notions of 'inclusion' and 'exclusion' wherein mainstream is seen as better than a different alternative. It excludes other worldviews and practices preventing them taking their place alongside mainstream without hierarchy and without hegemony. Viewing phenomena from an African centred perspective locates me as central rather than peripheral and secures a better vantage point on the facts, and permits alternative perspectives, but far more significantly in view of the research area, it is an inclusive approach.

Alternative philosophies can be understood in the same way as alternative research methods (e.g. phenomenological, ethno methodological) the concepts can be grasped if the fundamental principles are understood. This issue is firmly theoretical not biological and based on cultural symbolisms which embraces a particular moral and spiritual code and allows for the grasping of a theoretical and philosophical bases which incorporates matters Spiritual as central, and legitimises intuition, dream interpretation and meditation.

Western[13] society dictates the conveying of knowledge and compliant behaviour in a systematic endeavour to create order. However how suitable is an approach based on philosophies which do not include alternative ways of being and knowing as presented in Discipline and Punish (Foucault, 1975).

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[13] White, Western, Euro centric, Euro centrism terms which refer to the same concept, a paradigm that has a European philosophy, values, history/culture customs and behaviour where external knowledge is assumed to be the basis of all knowledge (epistemology); and assumes a predominantly material reality.

This alternative worldview see nature as a friend to be in tune with and acknowledge and spirituality facilitates this 'tuning' (Heidegger 1955) or 'harmonising' with nature, the cosmos, universe and The God Force (Nantambu 1996). An African Centred worldview value system is characterised by caring, communalism and co-operativism based in principles of MAAT[14].

One of the ways that an African centred worldview differentiates from a Western approach is the distinguishing feature of Western philosophical practice. Western philosophers argue for their thesis, clarifying meaning and answering objections, known or anticipated. In alternative traditions, there exist philosophies that do not have the tradition of defence and argument. In some cultures the transmitter of folk conceptions (philosophy) merely says, "This is what our ancestors said.", the tradition is in effect oral (Wiredu, in Wright, 157). This is important to note in terms of social inclusion practitioners, because often the practitioners are so steeped in the practice they simply relay their practice but do not write it down or defend it. This practice is similar in terms of the difference between traditional folk philosophy and Western philosophy.

If we examine alternative thought, we find that whereas Western thought (including Islamic thought) is far more focused on individual persons, e.g. argument over whether individuals achieve personal immortality; the point of the cycle of karma-samsara in Hinduism, and some other worldviews, is to lose one's individuality altogether.

Similarly the work of the social inclusion practitioner indicates a resistance to the values of modern western philosophy that have led to an emphasis on the individual rights rather than collective work and benefit.

The collective work approach includes teamwork and an interagency approach and corresponds with an organic interconnected methodological way of working which is in keeping with the very interconnected way in which the brain is found to work (Young 1978).

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[14] MAAT has 7 principles which are truth, justice, balance, order, compassion, harmony and reciprocity

Alternative ways of knowing places Spirit[15] as primary (Ani 1995), for instance African centred methodology redefines reality to incorporate the spiritual. It includes the concept of an 'extended self'[16] which reflects balance in value and understanding for both rational empirical and spiritual methods of knowing.

Indeed there have been questions about whether we can say without a doubt that we live in entirely separated, divided and distinguished worlds (Hollis 1997). This links us back to the research aim that recognises the need for practices that includes as the increase in social exclusion has an impact on social stability and economic competitiveness.

In cultures where Spiritual knowledge is strong and people consider that the invisible is more real than the visible, there is much greater hope and stronger faith. (Akbar 2002). This 'visionary' approach to 'being' with hope and faith as operating dynamics is relevant to this research investigation. Indeed, as a response to the 'silent catastrophe' (Abbott, 2004) of Black boys being failed in the education African Caribbean group formations have emerged based on faith and hope in a spiritual context not always overtly religious (Hylton 1999). In these group formations culture is not seen as an add on but an intrinsic part of life practices.

These life practices also include the extending of self into realms ancestors never thought of. These notions go beyond physical terms of reference and become metaphysical.

Metaphysical considerations convey cosmologies complex beyond the ability to articulate using spoken language. The author proposes that whilst God has a

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[15] The concept of spirit as primary is difficult to define within Euro centric methodology (Myers. 1988)

> "It cannot be quantified, explained by, measured or reduced to neat rational conceptual categories as western thought demands,Spirit is ethereal, it is neither touched, moved, seen or felt. These characteristics make it ill suited to the analysis mode most favoured by European academics. We experience our spirituality often; intellectual language can never be accurate." (Richards 1989 p3)

[16] Extended self "the self includes all those that have gone before (ancestors) those yet to be born, all of nature and the entire community." This rests on the understanding of the interrelatedness of all things...." (Lewis 1980, Diop & Barnwell 1980, Nobels 1986). Interrelatedness and interconnectedness is the proposition that the self is connected to all things. The concept that 'I am because we are'. No distinction between self and others.

metaphysical ability beyond complete comprehension and perception, Kant's relationship with the metaphysical[17] leads to the introduction of notions of morality (Abbott 1976) but in order to hold a moral position, Kant argues that you must have rational thought or reason. The empirical data generated by this research investigation suggests the operation of a moral code, underpinning rationale and in effect a moral authority. This is inferred as Macdonald (1998) would argue that by virtue of the fact that it is impossible to prove with empirical evidence, any metaphysical thing, one could argue that you cannot have rational reason to support it.

Spiritually oriented approaches to knowing include the intuitive, meditation and dream interpretation.

In summary, I argue that philosophy makes a contribution to how individuals and society view and interpret the world. The organisations that constitute schools are shaped by the philosophers of the period whether in the form of politicians, researchers such as myself. The significance of things seen or unseen and how this influences agendas depend on the perspective and philosophy of the person, organisation or system viewing the phenomena.

The next section explores some of the guidance and policy that has preceded the current approach to inclusion legislation and the government agenda.

2.4 Publications & Policy

This section examines in closer detail the policies that have informed the practice of inclusive education and the social contexts within which they were generated.

In 1976 Prime Minister James Callaghan introduced the needs of the economy into the 'great debate' of social inclusion by stating "There is no virtue in producing socially

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[17] Metaphysics is getting behind appearance and description to achieve the philosophy of 'being and knowing'.

well-adjusted members of society who are unemployed because they do not have the skills"

Since then, there have been streams of publications and various governments have produced a number of Circulars designed to offer schools guidance with regard to providing schooling for young people. In 1994 the Department for Education published Circulars 8/94 and 9/94 the messages were that expert teaching and skilled behaviour lessened disaffection and disruption (Daniels 2003). However, in circumstances of disruption, young people were considered as having the 'problem'.

Subsequent publications have continued the tendency to adapt the child to school or reject the child. For instance in the Education Act 1993, whilst giving parents the choice of educating their children in mainstream school, there were exceptions and schools were under no obligation to adapt to meet the needs of a child with a statement.

New Labour's landslide victory in 1997 and 2001 created a climate where in they could reformulate policies and win the support of many middle class voters dissatisfied with Tory politics. David Blunkett was the then Secretary of State for Education and Employment and directed LEAs to work toward getting special needs students' needs met within mainstream school provision, placing a high priority on inclusion of children with special needs within the mainstream local school. In the Green Paper on special education, he stated:

> 'while recognising the paramount importance of meeting the needs of individual children, and the necessity of specialist provision for some, we shall promote the inclusion of children with SEN within mainstream schooling wherever possible.' (DfEE, 1997 p. 5).

This is also evident in the new Code of Practice (DfES, 2001).

As part of its reform measures, in December 1997 New Labour set up the Social Exclusion Unit. To understand the thinking of the government it is important to examine social policy and the series of New Labour policy goals published by the Social Exclusion Unit in relation to education. The Social Exclusion Unit has pushed

the political agenda to incorporate the concept of social inclusion. It stimulated a debate which resulted in streams of funding and a national drive to counteract the issues of social exclusion saw the creation of strategic initiatives like Connexions, Excellence in Cities, Safer Schools Partnerships, Children's Fund home/school liaison work.

The Connexions Strategy as set out in DfES Guidance (0070/2000) is aimed to bring together a range of services for young people aged 13 to 19 (Gold 2002). This is a more flexible approach to educating young people. The need for flexibility is reflected in the DfEE's caveats to full inclusion:

> "for some children, a mainstream placement may not be right, or not right just yet. We therefore confirm that specialist provision - often, but not always, in special schools - will continue to play a vital role"
>
> (DfEE, 1998, p. 23).

2.4.1 Education As A Right

In 1971 Stanley Segal wrote 'No Child is Ineducable', outlining a young person's right to an education. Despite the various legislative developments, there is no education act that makes schooling a requirement. Legislation merely indicates that children must be in full time education suited to their ability, aptitude and SEN (Gold 2002).

In England and Wales education is divided into: primary, secondary (most secondary schools are comprehensive), further and higher education. Compulsory education lasts for 11 years; statutory schooling ages are between 5 to 16 years. Children are legally required to start attending school at the start of the term after their fifth birthday either on 31 August, 31 December or 31 March although some children start earlier than this.

Pupils are required to stay in school until the last Friday in June of the school year in which they reach 16 years of age. During this time children are entitled to receive full-time education that is suited to their age, ability, aptitude and special educational needs (SEN). In the event that a child does not attend school, the local education authority (LEA) must be satisfied that other appropriate provision is available.

In some parts of England, a grammar school system also operates whereby pupils are usually required to pass an entrance examination based on their ability.

As a result of the Education Reform Act 1988, the National Curriculum was established which introduced four Key Stages to education. These are:

Key Stage	**Age**
1	5 to 7
2	7 to 11
3	11 to 14
4	14 to 16

Figure 2.8 National Curriculum Key Stages & Ages

At the end of each Key Stage students are assessed

Assessment for	
Key Stage	**Age**
1	7
2	11
3	14
4	16

Figure 2.9 National Curriculum Assessment Ages

Levels of achievement acquired at General Certificate of Secondary Education (GCSE) level assess Key Stage 4. Having completed GCSEs, pupils have a choice of whether to continue with further education at school or college or to undertake employment.

Many children are educated otherwise than in mainstream school (EOTAS) e.g. child actors may have private tutors and nannies which mean that they can be educated without being schooled.

Local Education Authorities (LEAs) have a responsibility to provide suitable full time education for students excluded for a fixed period over 15 days as well as all permanently excluded pupils. In addition they are expected to reintegrate pupils as quickly as possible, where practical into a suitable mainstream school because students who are excluded from school are not excluded from education.

Excluded Pupil

Key Stage	**Hours of Education Entitlement**
1	21
2	23.5
3/4	24
4	25

These hours are set out in DfES guidance in Circular 7/90.

Figure 2.10 Excluded Education Entitlement

However, the New Labour agenda implies that mainstream school is more inclusive, and the statistics produced in Social Exclusion Unit Policy Action Team 12 research suggests that the vulnerable groups of children identified (figure 2.13) are more likely to

be excluded. Reimer (1971) suggests that children who never go to school are most deprived economically and politically.

A number of legislative decisions led to several education acts that have introduced new dimensions to education entitlement. This includes the Education Act of 1870 and also the 1944 Education Act which attempted to mould a variety of different types of school into a single system (Jenny Bourne 1994)). In terms of a child's right not to be marginalised in the education system, the 1981 Education Act, which was informed by recommendations of Warnock Committee, moved away from medicalising the needs of young people, toward a more social view of disability (Warnock 1978)). In addition the 1981 Act also resulted in the increase in use of educational psychologists and 'statements of education' need (Gipps 1987). However, this remains a discourse of 'needs' not 'rights'.

2.4.2 Accountability

The timetable of an excluded student may look different from their previous mainstream school curriculum timetable. Students may attend one or a number of education sites. Efforts are expected to reintegrate students to avoid the alternative provision becoming a barrier to re-inclusion. The government emphasis on reintegration suggest that school is the best learning environment, because it provides access to the full National Curriculum, support, activities and social interaction.

Panels are expected to meet regularly to discuss the education provision for excluded pupils and the meeting might include involvement from education welfare officers, social services representatives if applicable (especially if the child is looked after by the authority or on the child protection register), educational psychologists, staff from PRUs or other providers of education outside school (e.g. further education institutions and the social inclusion project), LEA admissions personnel, SEN policy staff and other professionals with inclusion responsibility, school staff (e.g. head teachers, pastoral support staff), community representatives, representatives of other interest groups, representatives.

The LEA continues to be responsible for providing education and should therefore quality assure the provision offered as well as monitoring attendance and pupil outcomes.

There have been a series of legislative moves to offer a regularised education across England and as a result the 1988 Education Reform Act introduced national curriculum key stages and revoked the right of schools to self inspect and so The Office for Standards in Education (Ofsted), has instituted to carry out inspections. LEA's used to have the right to inspect their own schools as well as HMI (Her Majesty's Inspector of Schools) created by the 1993 Education Act. This Act revoked LEA's rights to inspect their own schools so that now only Ofsted have the right to inspect schools and Pupil Referral Units.

Rights of children were addressed in the 1989 Children's Act and parents acquired significant rights with regard to their children's education through the 1991 Education Act and further amendments regarding the provision of education for all children were addressed in the Education (Schools) Act 1992.

Several education acts have introduced new dimensions to education entitlement. Under the Education Act of 1870 primary education became compulsory. In 1945 the 1944 Education Act raised the school leaving age to 15. The 1988 Education Reform Act abolished the Inner London Education Authority (ILEA) and established schools independence from LEA's with the devolution of budgets and Local Management of Schools (LMS) and a National Curriculum. The Education (Schools) Act 1992 legislated for the publication of school performance league tables. So we see some significant legislation with reference to the education of young people in the UK.

The 1988 Education Act heralded a move by schools to use exclusions as a disciplinary measure and profiled exclusions as part of the discipline system procedure.

2.4.3 Policy Influence

The government suggests that young people in mainstream education is crucial to social and economic stability recognising the link between lack of education and crime and seeks to address this through their government neighbourhood renewal strategies. They suggest through the strategy various initiatives, such as the New Deal for Communities (NDC) programme. Programmes such as the NDC may provide one-off improvements, but lasting change is dependent on a variety of approaches and the government recognises the need for sustained capacity building programmes that work in partnerships.

This view has been emphasised by the Treasury crosscutting review of Government Intervention in Deprived Areas (the GIDA review), the 2000 Comprehensive Spending Review, the National Strategy for Neighbourhood Renewal, and the Audit Commission.

Despite the provision of professional development, there is no mandatory requirement for teachers of young people to complete formal training in socially inclusive practice. This is a very important point to note in view of the numbers of young people excluded from schools and the specialist nature of professionals who have the responsibility of working with the young people that mainstream class teachers have difficulty working with. The disproportionately high numbers of children from other historical cultures[18] implies that the solution may be found in the practiced teaching approach of professionals that leads them to exclude rather than work to find ways to include.

The advent of the increased curriculum pressure from government on teachers saw a reduction in their ability or willingness to round up truanting students or engage in pastoral and personal needs of students. This more social side of a teacher's role remains neglected.

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[18] Culture meaning symbolic and language.

Securing a mainstream placement does not equate to social inclusion as many students are mainstream placed but the national curriculum is disapplied by virtue of a statement of special educational needs or where the head teacher considers that the National Curriculum is not appropriate for the pupil (Gold 2002) or they may even find themselves dual registered (on register of a mainstream provision but attending offsite education provision). A child may also be attending mainstream school but excluded from classes. The school therefore receives the budgetary allocation attached to the student without the responsibility of teaching him or her (Bourne 1994).

The area of exclusion is further complicated by the nature of the exclusion as either voluntary or non-voluntary. These two distinct categories can be viewed as self imposed (internal) or imposed (external).

The voluntary imposition of exclusion could be as a result of individuals or groups 'opting out' of the mainstream education system mentally, physically or emotionally. Mentally might be through not attempting to engage in the academic and pastoral expectations of the education establishment. Physically might be through truancy, psychosomatic illness or lateness whilst emotionally might be related to anger, resentment avoiding engagement or behaviourally, lack of confidence,

> "When young people develop an overall positive self-concept, they become free and confident enough to go where their skills, desires, and opportunities will take them. Success improves self-esteem and, eventually, the self-concept, thus making it easier to take on the next challenge or tolerate the occasional failure"
> (Comer 1992)

> These voluntary and 'unofficial' exclusions may far outnumber those that are officially recorded and reported.
>
> (Bourne 1994).

Non-voluntary is by an external mechanism. This may be through technical exclusion, which could take the form of disallowing the mainstream curriculum. Withdrawing a student from classroom situations. Keeping them on the education establishment register but placing them in off-site provision. Or visible physical exclusion from the premises of the school.

Another cause of exclusion is when young people are labelled disruptive, behaviourally or emotionally challenged or worse still exclusion can take place when young people become the victim of negative stereotyping[19] which often means that their personal and socio-cultural perspectives are ignored or marginalised.

DfEE guidance on exclusions state

> "exclusion should be used only in response to serious breaches of a school's policy, when all other reasonable steps have been taken and is not appropriate for minor misconduct (such as occasional failure to do homework or bring dinner money). ….pregnancy is not in itself sufficient reason for exclusion."

In the event of exclusion, DfEE guidelines recommend that children who are permanently excluded should be quickly reintegrated back into school wherever possible. Unfortunately, statistics indicate that this happens in approximately one third of cases. Two thirds lose their entitlement to full time education and receive what is known in education law as 'education otherwise' usually in special centres known as Pupil Referral Units (PRU's).

The Government's 'education otherwise' plans include the following targets: -

> All children should have clear individual plan which includes a date for reintegration, further education or training as a more realistic aim for young people coming to the end of compulsory school

In September 1999 DfES published Circulars, 10/99 for schools 'Social Inclusion – Pupil Support and 11/99 for LEA's 'Social Inclusion: the LEA Role in Pupil Support'. This linked social inclusion, issues of school discipline with issues such as behaviour that need to be linked in the wider context (Gold 2002).

Increasing attendance at school is considered a prerequisite for pupils' progress – reducing disaffection, disenchantment and above all pupils' sense of failure and the

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[19] Stereotype is a one-sided description which results in the collapsing of complex differences into a simple inaccurate 'stereotype'.

impact on the individual and society at large. The prime objective of the circular 10/99, which is aimed directly at schools, is to reduce pupils 'disaffection'.

Publications 'Aiming High: Raising The Achievement of Minority Ethnic Pupils' and 'Every Child Matters' a government green paper published along report on the death of Victoria Climbie, highlight issues that affect the lives of young people who may be considered at greater risk of exclusion because of their ethnic origin, because they are in care, have special needs, etc. The government's consultation document Aiming High: Raising the Achievement of Minority Ethnic Pupils identified the characteristics of a successful school: strong leadership, high expectations, effective teaching and learning, an ethos of respect and parental involvement. Exclusion was identified as a key issue, as black pupils were three times more likely to be excluded compared to white pupils. Under the Race Relations (Amendment) Act 2000, schools have to explain this discrimination. The Aiming High consultation document discussed how money should be spent to raise achievement of African Caribbean young people.

Viewing education as a commodity has created notions of a 'purchaser' 'ability to purchase' an education service and led to the marketing of schools who now publish their school features in glossy brochures or prospectus and work hard to protect it's reputation as reflected in examination league tables (Bourne 1994).

Consequently, when young people apply for school places they may be accepted or rejected based on their attractiveness to the school, as well as the schools attractiveness to the parents who use league tables to influence their choice of school. League tables encourage schools to place academic achievement as the priority with little regard for the development of other human potential.

Much of New Labour's rights and responsibilities discourse stems from the writings and recommendations of the Commission on Social Justice. This was a Commission set up by the former leader of the Labour Party -John Smith in response to the growing numbers of people, including people with disabilities, who had become socially excluded.

The author could not locate any published literature on how UK social inclusion practitioners translate New Labour's social inclusion discourse into effective social inclusive practice.

Taking 'inclusion' in its broader sense, we encounter a series of obstacles to its implementation. In theory, many primary and secondary schools support the need for inclusion. In practice this is far from the case because of structural constraints, non-statutory requirements to include and other more vague practices that result in a school employing exclusion as a penalty. So young people with special needs are at risk of exclusion.

The plight of so-called 'disaffected'[20] young people in Britain is embedded in a practice of delivering education that will shape their academic and educational outcome. This pedagogy of delivery is based on a long tradition of English schooling and national curriculum key stage targets, which provides little or no accommodation for the learning needs, physical requirements or cultural communities of young people.

The methods and rationale for delivery in mainstream school is founded in a philosophical history, which is extremely problematic. When examined it becomes evident that there is an exclusion of the histories and practices of sectors of the society thereby providing opportunities for major misunderstandings about the 'so called 'disaffected'' communities that the education service seeks to include and serve. To address this situation it is critical to move beyond the rhetoric of addressing the 'soft' palatable issues of social inclusion and examine 'hard' issues affecting the so called 'disaffected' and socially excluded.

At policy level, the Commission on Social Justice has presented the growing 'voice' of people with disabilities through the New Social Movements such as Disability Rights organisations.

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[20] Disaffection is a term used to describe young people who are excluded, with behavioural problems, etc.

One of the main recommendations of the Commission's Report - published in 1994 - was that paid work was the key to social inclusion and remained the best route out of poverty' as illustrated by the following quote –

> "employment is inseparable from individual opportunity … paid work remains the best pathway out of poverty, as well as the only way in which most people can hope to achieve a decent standard of living. …. Without jobs there can be no justice"
>
> (CSJ, 1994: 151).

Poverty, unemployment, social exclusion are individualised - and - as such, may obscure the 'power relations' that characterise contemporary social conditions. We must pay attention not to ignore issues of education barriers to disabled young people and discrimination and other structural factors with the power of individual agency (Roulstone, 2000: 428).

Government policy on inclusion holds integration into mainstream schooling as a desirable objective. "There are strong educational, as well as social and moral, grounds for educating children with SEN, or with disabilities, with their peers" (DfEE, 1998, p. 23). 'Children with special educational needs, including children with statements of special educational needs, should … be educated alongside their peers in mainstream schools' (DfEE, 1994, p.2).

Oppenheim (1998) notes that whilst employment lies at the centre of New Labour's project for combating exclusion, social exclusion is a multi-dimensional concept and as such, goes beyond the problems of unemployment and subsequent poverty. In fact, the very complexity of the concept explains New Labours reluctance to come up with a working definition so that analysts could gauge their progress.

In terms of education, social inclusion principles presuppose that mainstream school, where possible, (or at least a mainstream education) is the best education placement/provision for young people.

This section looked at the legislation that influenced policy relating to students education needs and some of the rights and responsibility related thereto.

2.5 Schools

This section looks at the purpose, historical organizing and categorization of schools in an attempt to illustrate the way in which issues of exclusion and excluding behaviours have existed and become legitimised.

Streaming is very much a feature of the English school system and when education was introduced in England in AD597 by Augustine, a monk sent from Rome to bring Christianity who landed in Kent. He included two types of schooling 'Grammar' and 'Song' a vocational direction to prepare choristers (Dent 1981).

England was considered a pioneer country in education with major changes in education from the 18th century toward a school system that was multilateral and would create social mobility (Hans 1966). Education change is technically simple but socially complex (Morris 1988) and far too broad to be covered in this research. Let us however look at a brief history and construct of schools to provide the backdrop to the rationale behind differentiating of schools and how excluding behaviours became legitimized as a process of streaming young people for social ordering.

2.5.1 Schooling or Education

Haki R. Madhubuti states "There is a profound difference between going to school and being educated", (Shujaa 1994).

Schooling is a process intended to perpetuate and maintain a society's existing power relations and the institutional structures that support those arrangements (Shujaa 1994). Schooling provides a systematic mechanism for entry, information delivery, tracking, testing and reward influenced by the structural conditions, political and economic requirements of the society it is situated in.

The last decade provided sufficient evidence to have the government consider ways in which issues of social exclusion can be tackled.

The discussion so far has considered education as a school based phenomenon. Whilst the governments have called for increased educational achievement, there has been no specific statutory obligation to providing a mainstream school based achievement output (qualifications) or outcome (qualitative achievement).

The social inclusion project which provides the source of the data used in this investigation suggests that education otherwise as an alternative to school based education (schooling) is considered acceptable.

2.5.2 Functions of Schools

Schools are instruments of privilege and have 4 distinct functions, These functions facilitate the development of knowledge and skills of societal norms (Reimer 1971).

1. custodial care
2. social role selection
3. indoctrination
4. education

Figure 2.11 School Distinct Functions

There is a view that schooling is the internal, in part benevolent colonialisation of fifteen thousand hours in the academic lives of the young (Dhondy 1985) which is facilitated by schools workforce of 'academic' and 'pastoral' teams.

There are many types of schools mainstream are either community schools, voluntary schools and voluntary aided schools or foundation schools (Gold 2002). Community Schools are wholly funded by the LEA and staff are employed by the LEA. Voluntary aided schools usually have a religious denomination or independent foundation in the form of a charity. What follows is a brief introduction to the origins of certain types of schools and their purpose.

Types of Schools

Historically, schools were largely organised in Grammar, Technical and Modern and based on Christian notions of 'normality' the theology of which includes the value in 'suffering'. Religion was consumed with inclusive and exclusive practice and Catholics were exiled (excluded) to other places and so established colleges that combined secondary with university education.

Schools described as Public Schools were not available to the general population of young people and were actually originally created for the current day sons and daughters of aristocracy and gentry. The students were children of the elite, leaders, and entrepreneurs.

The differing philosophies of the Welsh, Scottish and Irish members of the British Commonwealth influenced the intellectual life of England. This research investigation considers these issues of difference relevant to note because the relevance of the place of education begins to form more importance than the place of birth or origin or appearance.

In terms of excluding behaviours, there is evidence that Scottish, Irish and Welsh scholars were not particularly welcomed in the early English public schools (Hans 1966) and as in the case of young people from the Caribbean (Dhondy 1985) and other countries (Coard 1970) which led to bussing.

The diffusion of knowledge is related to controversies linked to purpose, politics and philosophies. Cross-denominational schools revealed conflict in religious and moral dogmas. Open defence of heterodox opinions involved Anglicans as well. So-called Armenian and Arian heresies have been 'discussed' throughout the century (Hans 1966). The emergence of groups and philosophies such as Masonic clubs and societies were influences in how different schools operated (Hans 1966) and included.

The school system served to organise the social composition of 'selected' men and the 'others' were provided for educationally in alternative provision. This practice of selection served to ensure that school compositions excluded certain unselected groups.

This organising and classification according social origin was widely practiced and students were grouped broadly in the following ways:

- Peers
- Baronets, squires, and gentlemen of independent means
- Liberal professions (clergy, teachers, lawyers, physicians and artistes, artistes)
- Army, Navy and Civil Service
- Merchants and traders
- Farmers
- Craftsmen and retailers
- Factory and land workers
- Others

Private Schools were established in the eighteenth century in opposition to the Grammar schools and had their origins in the desire to distinguish and stress mathematics and technical vocational subjects. They were considered classical[21] schools unlike the academies which derived their name from Plato's school in Athens which were concerned with higher studies of 'academic' content.

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[21] Classical schools were private institutions of education kept by private individuals which considered classical studies as a basis of liberal eduction and removed the overtaxing of the mechanical memory of boys Hans, N. (1966). New Trends in Education in the Eighteenth Century. London, Cox and Wyman.

Grammar schools were created for the offspring of merchants (tradesmen of old), the middle classes and future administrators of the State (public servants). These schools were reorganised on comprehensive lines and the necessity to pass entrance exams was adjusted.

The secondary modern institutions were local schools for local people who attended after primary school where you would go if you failed your 11 plus and did not get into a Grammar school.

Comprehensive schools were implemented in the 70's and were established based on notions of ensuring equality of opportunity for all young people and to accommodate young people who may be at the lesser end of social scale.

I will now briefly look at education otherwise than at school which is part of the governments current strategy to provide education for all.

Schools are places of considerable social interaction and so can also be contentious institutional environments where an individuals worth is measured by achievement (qualifications) and not valuing them as people regardless of appearance or ability can result in making children fearful of making mistakes {Covington, 1976 #41} cannot be construed as conducive to learning.

As indicated earlier there are known variables that increase the risk of exclusion for some young people, so I will undertaken in an exploratory way to operationalise the variables (Sarantakos 1998)

State schools are governed by central government legislation and LEA recommendations. State schools operate two different types of exclusion, fixed term and permanent. Fixed exclusion can be of any length and up to 45 school days in any one academic year so long as the aggregate of fixed period exclusions for the pupil does not exceed the total of 45 according to strict guidelines laid down by DfES.

Special schools emerged in response to growing needs for a special kind of education for young people who perhaps had needs that were thought to be outside of the responsibility of State schools. They developed as a new human rights report calls for the phased closure of separate, special schools as a main task in developing inclusive education. The report, written by Sharon Rustemier for CSIE, the Centre for Studies on Inclusive Education, says segregated schooling violates children's rights. All resources from special schools should be transferred to mainstream settings, which should be restructured to increase their capacity to respond to student diversity in its entirety. *The report,* Social and educational justice - the human rights framework for inclusion, *was* published by the Centre at the close of Inclusion Week (November 11 -- 15, 2002) being held across the UK and in many other countries around the world. It says that the central problem in the development of inclusive education in the UK is the continuing philosophical, financial and legislative support of segregated schooling.

It shows how segregation in separate special schools is internationally recognised as discriminatory and damaging to individuals and society. As well as violating children's rights to inclusive education, segregated schooling breaches all four principles underpinning the 1989 UN Convention on the Rights of the Child. The report acknowledges progress in developing the capacity of mainstream schools in the UK to enable all children and young people to learn together, but stresses special schools remain as a fundamental obstacle to inclusion.

The author says adoption of the term 'inclusion' into common education language can signify a genuine desire to improve the experience of all learners. Yet, in many cases, it seems a concept misunderstood or even deliberately distorted. Contrary to social justice, it has become widely accepted that there are exceptions to who can be included. It is further argued that "inclusion has come to mean almost everything but the elimination of exclusion" (Rustemier 2000).

As far back as the 1700's and before, notions of educational sub normality existed and many children were considered educationally subnormal and even 'in educable'. In fact, the 1921 Education Act states you need to be very dull or backward but not so

much as to be an imbecile unless you have an IQ of 50 or under. At the end of World War II special education became a feature of public education and more recently the concept of 'inclusive education' has emerged.

The 1944 Education Act introduced schooling as a provision for a majority of children and schools have developed different characteristics over the years. This includes the supplementary school movement which came out of an activist movement in the 70s where parents and community leaders from the African Caribbean community who felt children were not receiving an education which served their best interest became mobilised and created supplementary schools with the intention of complementing not being in conflict with what happens in the mainstream school week.

The pressure for inclusion originally came from West Indian activists in the UK and the Civil Rights Movement in America 1960s and 1970s (Comer 1992) and parents of 'so called 'disaffected'' pupils. In more recent years practitioners, academics, politicians and other concerned individuals and parties have called for a more inclusive system of education. The pressure and voice has taken the form of protests, arguments, and the National Supplementary School Movement that emerged from a national conference held 23 January 1972, organised by the Caribbean Education and Community Workers Association (CECWA) started Saturday schools up and down the country.

This section demonstrated that the practice of excluding and refusing entry is a long established UK practice. These practices were based on systems of class and affordability. Statistics indicate that current exclusions are linked to more complex matters.

The next section examines the government provision available for some young people who are excluded from school.

2.6 Pupil Referral Units (PRUs)

Under New Labour social inclusion agenda there is a review of provision for young people who display characteristics that are not accommodated in the way mainstream schools operate. When young people are excluded from school the local authority still has a statutory duty to provide suitable full time or part time education, to this end they may be offered education otherwise than at school (EOTAS) as per Circular 11/94. (Dfes 1994d), Historically referred to as the 'off site unit', 'the hut', 'sin bins' (Sun_Newspaper 1975; Daniels 2003),'The Alternative School', Re-Integration Service, Social Inclusion Service and more recently 'study centres'; these educational guidance centers are more recently commonly known as Pupil Referral Units (PRUs) and serve as one of the ways that local education authorities can meet their statutory duty. Along with special schools, Primary Behaviour Units, and Social Inclusion Centres, PRUs are a 'hidden place' children are sent to. There has been a constant tendency to punish and exclude with policy initiatives providing guidance on the 'sin bin' approach to raising achievement and inclusion rather than social relationships.

PRU's first appeared in 1970 as an idea from the Inner London Education Authority (ILEA) (Dhondy 1985). However, the New Labour social inclusion agenda holds the view that these placements severely limit the life chances of young people.

There are as many as 300 study centres nationally, PRU's were established as schools under the Education Act 1996 but are bound by all of the statutory requirements which apply to mainstream schools and so do not function in the same way (Gold 2002).

PRUs are registered with the DfES and administered by the local LEA in this way PRUs are able to be included in guidance issued by DfES. It should be noted that PRUs are not bound by all of the statutory requirements which apply to mainstream schools Students on the register of a PRU were entitled to 3 sessions now it is up to 10 sessions. 20 hours provision per week although many students do not receive this. PRUs are an expensive provision.

In particular PRUs are not required to deliver the subjects of the national curriculum or religious education. Although registered as a school (for the purpose of receiving DfES

information), PRUs do not have to undertake assessment at the end of the Key Stages. There are however requirements provided by DfES, which include the following:

1. PRUs are expected to provide an annual report to parents on pupils' progress but there is no statutory requirement to provide reports in the subjects of the national curriculum.

2. PRUs are expected to deliver a curriculum that satisfies the requirement of being broad and balanced in compliance with the LEAs curriculum policy.

3. Head teachers, teachers in charge of a PRU, must by law have 'regard' to guidance issued by DfES when making decisions on exclusion and administering the exclusion procedure.

Figure 2.12 Pupil Referral Guidelines

The DfES publishes inclusive recommendations to guide PRUs. This includes guidance on students who may have parents who do not properly understand English. In these cases it is recommended that any correspondence relating to the exclusion should be translated into their mother tongue and the PRU and/or LEA should arrange for an interpreter to be present at any meetings with the parent about the exclusion.

Although provided by the government as an education provision otherwise than at school, PRUs are regarded as a less than adequate substitute for full time schooling. (Gold 2002).

A critical requirement of PRUs is a published policy plan to reintegrate pupils after a relatively short period of time to mainstream or special schools or to proceed to further education or employment (Gold 2002).

Having explored the education provision created by the government in the form of schools and education otherwise than at school, the next section looks at the young people affected by excluding practices.

2.7 Pupils

School truancy and exclusions have been causing increasing alarm for a number of years and according to a Truancy and Social Exclusion Report (Daniels 2003) some 13,000 young people are excluded permanently every year. The report indicates that many of excluded young people receive as little as three or four hours of tuition each week and many get nothing. Further research indicates that there is a significant likelihood that excluded young people are at an increased risk of becoming teenage parents, unemployed, homeless or incarcerated. There is evidence that there is an emotional significance to being in the workforce irrespective of Marxists theories of a reserved workforce of the unemployed (Heimler 1982). This coupled with the aim of education to mould generation after generation of young people into a predetermined shape (Peters 1975) might be a reason for opting out.

The impact on the wider community in terms of becoming victims of crime and the impact on the neighbourhood is a regular topic of newspaper and television debate.

The government aims to tackle and reduce the level of truancy and numbers of permanent and fixed-term exclusions by one third.

The Truancy and School Exclusion Report by the Social Exclusion Unit indicates that whilst White male teenagers experience high levels of exclusion (see Table 1.1), there is overwhelming evidence to suggest that other groups suffer staggeringly disproportionate levels of exclusion. These include children with special needs who are six times more at risk, African Caribbean children who are more than six times at risk and looked after children (children in care) who are more than ten times at risk.

It should be noted however, that neither the cause nor the effect of exclusion can be understood simply as an educational issue, the consequences are far more wide reaching than simply educational failure. The impact of exclusion has an impact on families,

communities and society at large, it is in effect a 'joined-up issue' that requires a 'joined-up' response.

The 'joined up' approach is one of the main reasons behind the setting up of the New Labour Social Exclusion Unit. The Social Exclusion Unit seeks to bring a cross-departmental focus to exclusion that can produce integrated proposals.

Depending on the circumstances, young people may be feeling disconnected from mainstream or displaced. The causes may be varied but the impact is the same disconnection and displacement leading to unemployment and underachievement. Exclusion devastates young people and their families, young people may be so devastated by the experience they remain unable to attain qualifications. The devastation may affect their self-esteem persistently and have other consequences not identified.

Disaffection, low self esteem, marginalisation and frustration may lead to a polarized position and result in confusion and ignorance as the norms of the host community are not always appreciated, cannot be achieved, maintained and managed or may simply be rejected.

In some instances the disconnection may result in some members of one community oppressing the difference in other members in an attempt to minimize or eradicate their own feeling of difference or displacement.

Classifications of difference can lead to imposed or self-imposed segregation. These differences fall broadly in to the categories of class, ability, gender and race issues that may locate and marginalise large numbers of people. The research will now look briefly at a number of marginalized communities.

In addition to the groups identified by the government's Social Exclusion Unit (see figure 2.1), DfES guidelines suggest that young people at particular risk also include

1. those with special educational needs;
2. minority ethnic children;
3. young carers;
4. those from families under stress;
5. teenage mothers.

Figure 2.13 DfES Vulnerable School Excluded Groups

2.7.1 Marginalisation

Marginalisation began as a class issue based in notions of underclass. However, with the arrival of peoples from the colonies, exclusion exploded into more than solely a class issue but began to be a systematic approach to working with young people with visible cultural differences expressed through language, behaviour and appearance. Race is an undeniable dimension of the underclass debate with disproportionate disadvantages operating. For instance even in the discourse there is implied and explicit marginalisation in the use of the term Black which is political and includes African, African Caribbean and Asian.

Statistics demonstrate that Asian and African young people are not affected to the same negative extent in terms of exclusion as young people who have an African Caribbean hereditary line. The media and police have captured the term Black on Black in terms of violence, this can be considered as a tool for marginalisation as this is the only group referred to in these terms. The media do not report in the language of Asian on Asian or White on White violence etc. Although statistics indicate that the problem is inflated by media coverage. What is not revealed is that Black is not the reason for the violence or the nature of the violence, so the purpose of categorising the crime requires further investigation instead of simply adopting media terminology. Violence is perpetrated by one human being with rights on another human being with rights.

2.7.2 Human Rights

Education as a human right came into force in England in October 2000 as a result of the incorporation of the European Convention on Human Rights (Europe 1995) into English Law and the requirement that English law become compatible with the Convention (1988).

Section 4.1. of The Salamanca Statement On Principles, Policy and Practice in Special Needs Education, which arose out of the world conference organized by the United Nations Education, Scientific and Cultural Organisation in Spain 1994 states

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,

Figure 2.14 Salamanca Statement

Prior to the Salamanca Statement a commitment to Education for All by 2000 (EFA 2000) was made at a high-level conference held in Jomtien, Thailand organized by UNICEF, UNESCO, the UN Development Programme and the World Bank, with specific references to disabled children. This commitment was renewed in New York at a one-day Summit on Children (Mittler 2000).

The Human Rights Act 1998 enshrines the right to an education. It informs the right to education and the prohibition of discrimination on the grounds of race, gender, disability and other status. However, it does not go so far as to entitle parents to insist on a place in a particular school (Gold 2002). Schools are guided by DfES Guidance 0194/2000, 'The Human Rights Act and your School'.

2.7.3 Marginalised Communities

Issues of class, gender, ability and ethnic origin have profound effects on educational outcomes (Bhavnani 2001). Paulo Freire (1921-97) was concerned about the plight of the oppressed and referred to the culture of silence among those who had no voice (Crotty 1998). Those who do not share English as their language have a story and their dialect or construction of language does not reduce their education needs or story. Without the advantage of the current social inclusion discourse, students are voiceless and even with the benefit of the discourse, practitioners are so entrenched in the practice they can be unheard.

This is an issue of language knowledge not linguistic dialect. No dialect is inherently superior or inferior to any other (Stubbs 1976) as language is 'standard' due only to historical, geographical social influences. In fact many English language dialects (Birmingham, East London, Liverpool, Newcastle) and Irish, Scottish and Welsh were often regarded as unacceptable in certain ways and 'standard English' was the desired.

The language of schools can be excluding and oppressive and language is a major instrument of cultural depersonalisation. Until recently, standard English was insisted upon in schools, despite the fact that standard English is not the mode of expression of the working class of England, indeed, certain dialects (including slang) were equated with low ability and low intelligence. The ability to speak in 'conventional' ways was incorrectly used as a way to measure ability and intelligence (Stubbs 1976).

Language and labels can situate people in ways that are dangerous and restricting and unless empowered, a young person can become located for some considerable time in one of the following categories: -

- At risk of disaffection
- Disaffected
- Former disaffected.

Figure 2.15 Broad Excluded Categories

Physical & Non Physical Impairments

Although impairments do not form the grounds for excluding practice, young people who may have an impairment also find themselves marginalised. Since 1944 is has been governmental policy that young people with handicap(s) should be educated in ordinary schools unless it is rendered impracticable or undesirable (Dent 1981). The government offers guidance in DfES Circular 20/99, 'What the Disability Discrimination Act (DDA) 1995 Means for Schools and LEA's.

Special Educational Needs and Disability Act 2001 extend non-discrimination requirements to the provision of education and related educational services. Schools are required to take reasonable steps and make any reasonable adjustment to ensure that disabled pupils are not substantially disadvantaged compared with pupils who are not disabled. The act is not restricted to pupils with special educational needs; it covers non-discrimination provision application to the whole range of school's activities.

From 2002 it became unlawful to discriminate against people with disabilities by treating them less favourably and from September 2005 schools are required to make

adjustments that involve the provision of auxiliary aids and services. From September 2005 they will be required to make adjustments to physical features of premises if disabled people are put at substantial disadvantage (Gold 2002).

To identify some of the issues, which may result in socially excluding practices, it is useful to examine mechanisms that have contributed to addressing the social exclusion of people with disabilities.

First, though, let us look at different models of disability. There are two major models of disability that can be readily identified. The medical model (most prominent in policy making) and the social model.

Disability used to be defined in terms of a range of discreet clinical conditions and has its origins in medicine with medical professionals defining the needs and capacities of disabled persons. The conditions were all seen as personal tragedy or misfortune undermining the possibility of recognising disabled persons as a social group who shared the experience of stigma, discrimination, forced dependency and exclusion. (Bagihole 1997:42)

On first impression we see some radical sentiments in New Labour's rhetoric that appear to transcend the individualistic medical model of disability. Take for example this quote by Harriett Harman who, as DSS Secretary stated that at the formative stages of the policy -

'It is too easy to see the problems of people with disabilities as inevitable consequences of their condition. In fact, our society is to blame for the fact that people with disabilities face many difficulties and barriers to leading a fulfilling life, not least the perpetuation of discriminatory attitudes. In all our measures what we are aiming for is a fully integrated and inclusive society in which people with disabilities .... are given the best opportunities possible' (DSS, 1998).

This indicates movement away from the long-standing 'medical' model of disability to embrace a more 'social' model of disability. By adopting a universal behaviour model

one exacerbates social difference, and creates dilemmas for those classed as severely disabled and thus, outside the expectations of mainstream, but who are nonetheless keen to participate in society and receive the benefits and opportunities available to others. Using a universal behaviour model they would not even receive the support needed to gain employment, thus further entrenching their exclusion.

The social model however, is largely accepted as the new orthodoxy (Oliver 1996:64). The focus of the social model is about how environmental, structural and attitudinal barriers restrict the opportunity of people to participate in the activities of daily living and in effect 'disables' them.

It is a perspective that recognises that the social and physical environment has been designed by people with poor consideration of the needs of others or having to rely on others. (Finklestein, 1988). Distinctions can be made here between

1. 'impairment' – as a functional limitation
2. 'disability' – as an opportunity limitation. Barriers of social, physical and attitude.

Figure 2.16 Disability Model Distinctions

An illustration is drawn from a study by (Groce, 1985; Minow, 1990, Oliver 1996:52) called Everyone Here Spoke Sign Language. The study focused on a small and isolated American community known as Martha's Vineyard. What is distinctive about this community is the fact that there is a very high incidence of profound hereditary deafness and that all community members are bilingual. Members with full hearing often communicated in sign language and did not consider any members 'disabled' but simply 'deaf'.

For generations the citizenship rights of some sectors of society labelled 'people with disabilities' have been systematically infringed though this has changed considerably with activists lobbying for rights of people with disabilities.

The research investigation is keen to unpack issues of exclusion and go beyond the rhetoric of New Labour's claims of a new political and social settlement based on a 'Third Way' which offer formerly excluded people new opportunities for social inclusion as it relates to education inclusion.

Concentrating on populations of young people based on ethnicity alone reduces the awareness that some young people fit into more than one category, however the research is keen to illustrate that there are exclusion issues, which have a particular bearing on certain marginalised groups. If we look at people with disabilities, as a marginalised group, we see that many parents want their children to go to school; although this is a sweeping statement inclusion is viewed as a positive step towards social integration and becoming autonomous citizens. A challenge for New Labour is, that effective integration and/or reintegration of disabled young people into mainstream schools is problematic.

People with disabilities are viewed as dependent and are often restricted by their physical ability to function. To avoid the 'social underclass' debate that gained political ascendancy in the Conservative years - during the 1980s/90s, New Labour have introduced a number of policies that relate to children with special educational needs.

This situation has been exacerbated by the dominance of the 'medical model of disability', which, has a history of categorising people with disabilities in terms of being dependants on their family, and/or on the state - rather than see them as autonomous citizens in their own right.

If we examine the issue of social difference and social policy, we find that disability has received little attention and coverage by mainstream social policy writers and critics (Hyde, 2000: 327) in comparison with other marginalized groups and leads to a comparative 'invisibility' of people with disabilities and their needs. This seems

especially unjust in light of the fact that there are 8.7 million people with disabilities in Britain and - people with disabilities account for nearly a fifth of the working age population in Britain.

Despite their often-visible disability, they are largely invisible within education policy, which is in conflict with any sense of legitimacy about their claim to equal education access and inclusion.

In cases where there is legislation addressing the needs of the disabled, its provision was contradictory. The 1944 Disabled Person's (Employment) Act was the first major piece of legislation to address the employment needs of people with disabilities. Where it is legislated that people with disabilities should have a right to mainstream employment opportunities there are few prosecutions for a failure to comply.

Children with disabilities therefore are often offered segregated options if seen as 'too disabled' to participate in the mainstream education provision

Parents have to be in a position to fight with the tools of the Code of Practice and the harrowing process of statementing to be assessed, diagnosed and allocated education provision. This process is not readily available as it may be viewed as placing an excessive fiscal burden on public finances.

The cumulative impact of the above results in high rate of economic inactivity and unemployment amongst people with disabilities (Hyde, 2000: 328).

Ability

Young people with needs other than physical and non-physical also experience exclusion. These needs are distinct from physical and non-physical impairments and include 'specific learning needs' (dyslexia) as well as 'gifted and talented'.

Learners who experienced reading and writing difficulties were usually described as 'retarded' or 'backward' and the term 'slow learner' was often a substitute for the second (Bullock 1975).

Looked After Children

Children under the care of Social Services (also referred to as Looked-after children) can fall into any one or several of the above mentioned categories and underachieve. Research indicates that there is increased potential for higher than normal truancy and exclusion rates. Statistics indicate that one in four looked-after young people over 14 do not attend school. When we consider that research shows there is a link between exclusion, truancy and crime, this indicates that there will be a relationship between delinquency and unemployment. This may lead in turn to over-representation among the unemployed, the homeless and those involved in crime and abusive situations.

Class

Another form of marginalization can be found in the class structure. The structure of British society streams the population in a number of ways but the research investigation directs us to look at the issue of class in relation to education.

The class system is very much a feature of the English school system with the current rhetoric having its origins in the US 'underclass' thesis based on notions of faulty

socialisation associated with welfare critics such as Lawrence Mead and Charles Murray based on the individualistic idea of 'blaming the victim' for their exclusion.

The expectations of the school system for working class White people were relatively fixed, however African Caribbean parents had different expectations and were familiar with the rhyme:

> Labour for learning before you grow old,
>
> for learning is better than silver and gold
>
> Silver and gold will vanish away,
>
> but a good education will never decay.

Figure 2.17 African Caribbean Value of Learning Prose

African Caribbean people viewed education as an important means of social mobility and consequently had high expectations of the school and African Caribbean young people (Dhondy 1985).

As indicated in chapter one, Black pupils are disproportionately affected by excluding practices. Consequently, when looking at exclusion a lot of focus is regularly given to the issue of race, in effect reducing the importance of other contributory factors to exclusion. It is important to examine the class experience and the role of class in the education system as marginalisation is also found to operate to an extent based on class.

The working class population was greatly affected by the war. Many people were evacuated and experienced disruption and separation.

Although social groupings may be considered generally successful in many countries, if we look at who is being failed we find that the system is failing all working class young

people (Stone 1981). In the 1950's and 1960's, during the height of the British Empire and its colonies working class people of Britain suffered (Frier, 1989).

In Victorian times education had a significant religious component with clear expectations for people born into certain status considered to be divinely ordered as expressed in the following hymn

> "All things bright and beautiful, all creatures great and small……rich man in his castle, poor man at his gate…….ordered his estate"

Victorian writer Charles Wesley is alleged to have stated, 'the working class are drawers of water and hewers of wood'.

An economic consideration was evident in the educating of working class people because it was believed that 'a taste for reading itself' would capture and improve knowledge for a "class of men" who would then be able to contribute to national wealth. (Ridgway 1972)

The 1944 Education Act created a complex school system built around a set of checks and balances between national government, local authorities and individual schools. However there were a number of difficulties that emerged with it. It institutionalised both religious and class divisions (Bourne 1994).

Migrant Communities

Voluntary and forced migration has taken place over generations to fill post war labour shortage and for other reasons and they came from different socio-economic backgrounds (Patterson 1963). Large numbers of Caribbean people saw themselves as migrant labour (Barrow 1986). Many UK schools are populated with 2nd and 3rd generation refugees, transforming the nations cultural mix for 21st century.

The young people from migrant communities create new youth cultures, which are influenced by and consist of an eclectic mix of traditional and street influenced by

American trends and a culture of survival because of the risk of being misunderstood by the host community and by their culturally traditional family.

Other Pupil Groups

There is evidence to suggest gender indicates a variance in the risk of exclusion. With traveller children, international children being affected by language issues such as English as an additional language.

Young carers also fall into the category of increased risk. Young people can have responsibilities that can impact on their ability to stay on task in class or may affect their attendance. As a result they become at greater risk of exclusion.

There are other marginalized communities but the research cannot properly address the issues of these other groups.

2.7.4 Racialisation

The journey from childhood to adulthood is processed through school. Unfortunately research indicates that the process can sometimes be racialised (Sewell 1997). As a consequence, issues of race are an important consideration in exploring inclusion and exclusion. The Race Relations (Amendment) Act 2000 extends the scope of the 1976 Race Relations Act places specific duties on public bodies, including LEA's and schools to be proactive in promoting race equality and say how they will do this through their race equality policy.

The policy language of New Labour mentions race inequality, however the thrust of reforms continues to pursue colour-blind targets (Gillborn 2001). The influx of Black children into the British school system began in earnest in the early sixties as the West Indies responded to Britain's call for labour to rebuild a war-damaged England. However there was no effort to prepare schools for the new population and the

possibility that the old process of socialisation might not be appropriate. The new arrivals had not been subjected to a primary school phase of acculturation and were therefore completely unprepared for the level and nature of marginalisation they experienced simply based on the concept of racialising difference and suffered rejection and abuse of a verbal and non verbal nature (Dhondy 1985).

Marginalisation based on notions of race is a highly sophisticated and complex web of overt and covert meshes. To fully unravel it is beyond the scope of this research investigation but even the social inclusion discourse serves to further marginalize and label those who it seeks to include. For example, using the term Black to describe people automatically conjures up notions of non Black (or the more recognised White and non-white). However, as recently as 1984 the New Collins Thesaurus described Black in negative[22] ways.

Labelling with negative terms must affect the societies of school, as schools are a microcosm of society at large. The many reports produced over the years produce detailed reasons and narrative to illustrate the sequence of events that lead to inequalities and murder (physically, intellectually and emotionally).

The issue of race and negativity is a well-rehearsed discourse, which can lead to attacks on people different in appearance. The case of the young man Stephen Lawrence who was murdered because of his appearance highlights the significance of this issue in society. In fact the social inclusion project investigated in this research has experienced a police investigation into what is suspected of being a race-affected murder.

The Stephen Lawrence murder inquiry began in 1998 and resulted in a publication with 70 wide ranging recommendations.(MacPherson 1999).

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[22] "Black is described as Atrocious, depressing, dismal, distressing, doleful, foreboding, funereal, gloomy, hopeless, horrible, lugubrious, mournful, ominous, sad, sombre; digy, dirty, filthy, grumy, grubby, soiled, sooty, stained, angry, furious, hostile, mincing, resentful, sullen, threatening, bad, evil, iniquitous, nefarious, villainous, wicked." Source Wood, R. R. a. A. (2000). Inclusive Schools, Inclusive Society. Stoke on Trent, Trentham Books.
, and so we can see the subtle ways in which marginalisation is facilitated through implication of negative association.

The 1944 Education Act never came to terms with the aspirations of Britain's post-war 'immigrants' (Bourne 1994) and the number of Black loyalists who fought on the side of the British during the American War for Independence created a large degree of visibility and were singled out has constituting a major social problem (Campbell 1985).

In July 1979, a Committee of Enquiry into the Education of Children from Ethnic Minority Groups was set up under chairman Anthony Rampton who in 1981 published an interim report (Dhondy 1985) concluding that racisms and its effects in school and in society account in large measure for West Indian school failure.

The interim report called upon the government, the Department of Education and Science, the Inspectorate, Local Authorities, Local Education Authorities, the Schools Council, teacher unions, examining boards, teacher training institutions and the Commission for Racial Equality to put right the damage. After a change of chairman to Lord Swann the committee produced the 1985 report 'Education for All' (Swann 1985). The report documented the underachievement in schools particularly among African Caribbean boys due to a variety of 'racial disadvantages'. The pluralisms are oversimplified and slip between description and prescription and suggests that everyone should leave the margins and join the rest of 'us'(Pring 1978). The report echoed Lord Scarman's portrayal of a 'culture of deprivation' and 'ethnic need'(Bourne 1994). What followed was a flurry of publications dealing particularly with the issue of exclusion and 'problem' children including the following:

- Department for Education Discussion Paper, Exclusions (London, 1992)
- Department for Education, 'Pupils with Problems' Draft Circulars (London, December 1993)
- Office for Standards in Education, Education for Disaffected Pupils (London, 1993)
- Office for Standards in Education, Achieving Good Behaviour in Schools (London, December
- Pupils with Problems 'Draft Circular No 3, Exclusion from School
- 'Pupils with Problems' Draft Circular No 4, Education by LEAs of Children Otherwise than at School. (EOTAS)

Figure 2.18 Selection of Exclusion Publications

Not all groups experience the same degree of 'racial disadvantage' and there is evidence to indicate that some minority groups perform better than White pupils (Thomas et al 1994) for instance Chinese obtain significantly higher scores (Thomas et al, 1994). This could be linked to cultural identity because historically Africans were not introduced to a balanced history and so knowledge of self (collectively) was arrested. (Akbar 1998)

There is substantial research to conclude that the British education system is failing Black children. The schools inspection body Ofsted recognise that there is a discrepancy between what is being offered to young people and what their needs are. Moreover, the research indicates that there are a disproportionately high rate of exclusions among young Black people and that many young Black people risk dropping out of the education system at some time during their academic life. This risk can be minimised when young people have positive self-esteem, role models and a feeling of belonging. This is achieved when young people have a strong sense of identity and cultural awareness. Therein lies a difficulty though when the Africa portrayed in the media holds little appeal to young people of African origin (Nantambu 1996).

The same Ofsted research (1997) on the achievement of ethnic minority pupils found that: -

> "Qualitative approaches reveal a considerable gulf between the daily reality experienced by many Black pupils and the stated goal of equal opportunities for all."
>
> Ofsted research (1997) p55

Lord Swann racisms (Swann 1985) and his subsequent suspicious removal from the enquiry appears to indicate, penalties are imposed if you raise these issues. The Rampton Report 1981 refers to 'unintentional racisms' and recommend that all who work with young people should become sensitised to the needs for young people to develop positive attitudes (Rampton_OBE 1981). There is an emergence of multiple racisms which suggests racial meanings change (Gillborn 1987)

The insidious nature of racisms are stealthful and only felt by those who it is practiced against and symbolic antiracisms does not speak to the every day world of 'real' schools (Sewell 1997). It is difficult to prove and risky not only to the victim but to those who support any suggestion of its presence. Nevertheless, it is proved that differences in socio-economic conditions (Swann 1985) inappropriate curricula and teaching materials; the discouraging effect of relatively poor employment prospects after leaving schools resulting from discrimination in the labour market (Rampton 1981) lead to marginalisation and exclusion.

More recently Diane Abbott MP spoke of a silent catastrophe that sees huge numbers of Black boys being failed by the education system {Observer_Newspaper, 2002 #520}.

Black boys indicate there are 10 factors that make them most vulnerable to exclusion (Sewell 1997) They are listed in order of importance:

1. Teachers afraid of children who cannot control their classes
2. Teachers and head teachers who are not consistent
3. Boring lessons
4. Teachers who pick on young people because of their hairstyle
5. Intelligent children being called 'boffins' and getting beaten up
6. Teachers not explaining their lessons clearly
7. Teachers not showing Black kids respect
8. No heating in classrooms
9. No Black history
10. Ancillary staff being racist

Figure 2.19 10 Factors That Increase Black Boys Vulnerability

This research by Sewell (1997) gave a voice to the most disproportionately affected excluded group (see figure 2.19) who recognise the possible factors which make them vulnerable. So we can see that there is research giving the perspective of the excluded, and the government policy guidelines indicate the philosophy and priority of government. This research aims to introduce the perspective and practice of the practitioner who works with the young people considered at risk or excluded.

That a very poor picture is created about the plight of marginalised young people is very well documented and the factors that have led to a system which has a tendency to exclude certain communities within the already marginalised group is established.

This has resulted in a system that is failing young people and in pursuing the objective of discovering socially inclusive practice; this research acknowledges the relationship between education, potential wealth generation and the implications for economic and social stability. These inter-related issues are linked to underachievement and it is clear that a very poor picture is created of young Black people and their academic ability. It is important to remind the reader of the alternative worldview concept which considers notions of the extended self and the inter relatedness of everyone and everything which leads the research to recognise that issues of social exclusions do not just impact on young Black people and other marginalised groups, social exclusion affects everyone whether directly or indirectly.

The ripple effect of exclusion has huge implications for society with a generation of disaffected and disconnected young adults who are traumatised, misunderstood, poverty stricken and frustrated without the currency (educational qualifications) to enter a society that places greater value on economics and material wealth than people. Compounded by unfounded fears rooted in and created by, an unawareness fed by negative and inappropriate media stereotypes; negative images (portrayed by a global media which exploits images of inappropriate 'role models'), lead to pseudo-American street cultures. In addition malnourished third world images which charities portray and exploit to generate funds contribute to the perpetuation of unbalanced negative images of certain sectors of society. An alternative frame of reference such as cultural rites of passage or traditional teachings have been largely replaced by the media.

The recognition that minority ethnic students and their families may draw on different frames of reference and face structural barriers suggests that practitioners need a range of skills that go beyond subject specialisms (Piggott 1995). It is this that further motivates this research to uncover whether there exists a range of skills that extend beyond the curriculum specialisms that traditional mainstream school pedagogy in which teachers must qualify.

2.7.5 Classification

As DfES research points so definitely to issues of ethnicity in exclusion statistics (figure 1.1), the research examines the notions of race in order to address what issues may require consideration in uncovering socially inclusive practice.

If we look closer at the invention of concepts of 'race' we find it has a history rooted in ideologies of supremacy affected by the changing picture of the forced and voluntary migration of people.

The issues of 'race' are extremely problematic as it is often referred to as a blanket term together with the nebulous character of a 'racist'. Fear of being the target of racisms or being labelled as racist can interfere with people's ability to inter-relate. Issues of race are highly complex and to properly deal with all the issues is beyond the scope of this thesis, so I will simply focus on a small number of critical matters.

The author proposes that the basis upon which the race argument takes place is flawed. Firstly, the concept or thesis of 'race' suggests the anti-thesis of non-race and requires further exploration. Racisms are based on a belief system that proposes the human species consists of separate races, each with its own genetic and cultural features; that one sector of the race is superior to other sectors; and that this false belief legitimises discrimination and marginalisation of certain groups (Wood 2000). As already established, classification is used to 'group' people and racial classifications are assigned to people who share a number of anthropological traits. As there is only one human race, it is important to further understand the aspects of this classification.

The research investigation seeks to identify socially inclusive practice and has already established the possible dangers of uninformed differentiating practices. The research acknowledges however that there is established purpose and importance in the history of distinguishing differences related to education in England. If we look at race and distinguishing differences, we find the aspects of distinguishing criteria fall into two broad areas; genotypical and phenotypical.

If we examine the genotypical area we will find that regardless of the classification human beings possess human genes. The similarity at chromosome level is close enough to facilitate organ transplanting and other life saving or life enhancing medical intervention. What satisfies the 'differentiating' requirement is the phenotypical area of physical 'appearance'. It is this physical appearance that has been used to denigrate people and undermine their cultural consciousness and behaviour. Practices of discrimination are based on colour not race but colour is not the whole picture. Xenophobia and anti-Semitism and Islamophobia and the subsequent erosion of civil liberties and rights (such as schooling) is part of the equation and hostility is also based differences of cultural representation in language and religion (Wood 2000). So we have notions of cultural difference (cultural racisms) that is practice and symbol based and colour difference (colour racisms), which is visible. These physical and cultural markers of difference are often lumped together and attention to difference is undervalued.

Ignorance about the importance of 'differentiating' is at the heart of inappropriate labelling of, interactions with, and expectations of members of the human population. When addressing the needs of pupils from minority populations, it is not unusual for colour to enter the descriptive terminology as a way of describing a population. Some would argue that there is nothing wrong with the term Black or White but it has its limitations because colour simply describes appearance but says significantly little about a people. Egyptians, Arabs, Latinos, Asians, Pacific Islanders, and other cultural groups are correctly defined.

Education is value based and inappropriate labelling, expectations and interaction in the teaching of young people creates serious disadvantage by placing them at increased 'risk' of exclusion often resulting in 'actual' exclusion because of excluding systems and excluding teaching practices. Although one can question whether value judgements are beyond scientific enquiry (Young 1978), the outcomes of value judgements are not a recent phenomenon and the exclusion of young Black people has taken place in a structured way in England over many years. Bernard Coard (1970) documented the issues affecting Black young people and how they were categorised as educationally sub

normal and having special education needs (Coard 1970). Prior to this time, it was the opinion of some, that Black pupils were ineducable.

'Outcast England' explained how Black students were excluded from schools. African Caribbean and Asian children were considered under achievers and segregated within schools into lower streams or teaching bands (Bourne 1994). This segregation was a form of exclusion based on cultural and language 'differences'. Many African-Caribbean young people were declared 'educationally sub-normal' placed in separate classes or bussed to separate schools (Bourne 1994).

Identity

The period of adolescence for young people is potentially difficult and for young so called 'disaffected' adolescents this period is often compounded by an apparent failure of Western society to meet their psychological, spiritual and social needs (Hill, 1992; Graham, 1999), added to this is a failure by society to instil in all young people a sense of self.

Woodson (1996) argues that Blacks should know their past in order to participate intelligently in national and global affairs and forms a firm foundation for young people to build on in order to become productive citizens of society. The ability of a person to develop a sense of self that is appropriate to their cultural origin is determined by how much they are told about their history. This is not helped by the descriptive term Black or non-white which set people aside specifically and in oppositional contrast to White (Welsing 1995).

A more useful description relates people to their history and geographical place of origin. No people can be spiritually and culturally secure without some notion of historical origin and tradition.

Racial Difference

Research indicates that the education disproportionately excludes Black students. Research also indicates that some teachers perceive young Black men as threatening (Sewell 1997) and research (see Table 1.1) indicates this is the same group that have excluding practices disproportionately applied. Black children form 81% of exclusions and yet are only 2% of the population." [The Observer, 8 January 1995], with Afro Caribbean boys in particular being worse affected (Wright 1992).

This difference in appearance has led to Black people becoming a phobogenic (object a stimulus to anxiety (Fanon 1967) to some people. This phobia [23]can give rise to anti social behaviour and can evoke unequal use of power. To increase awareness and reduce the anxiety and ignorance that may contribute to uninformed practice this section will briefly examine colour difference.

If we consider colour difference in terms of cause and effect we discover that the cause of a darker skin pigmentation is Melanin[24] (Browder 1989). Melanin creates in people a dark appearance referred to in the colonialising process in terms of coloured[25] and Black.

There are internalized 'isms', which include race but go beyond any intraracisms and interracisms, which occur, between people who may be of the same phenotypical grouping[26].

If we categorise people broadly as Caucasoid, Negroid, and Mongoloid we begin to assign characteristics and behaviours, which for some people arouse subliminal

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[23] Phobia is a neurosis characterized by the anxious fear of an object or situation that defies all rational thinking.
[24] Melanin is derived from the Greek word melanos, which means black. In addition to causing colour it is responsible for many critical functions and can be found in the blood, hormones and cerebral spinal fluid as well as in the brain.
[25] Coloured is considered an extremely derogatory term by some people of African Caribbean heritage because of its links to a dehumanising period of forced enslavement and the transatlantic trading of human beings.
[26] Examples exists in the Asian 'caste' system which prevent the interactions of people within the same historical origins grouping, another example can be found in the gender divisions and inequalities which exist throughout the world, and also within the Caribbean where Islanders may refer to other Islanders in an unflattering way e.g. People from the Greater Antilles region referring to people from the Lesser Antilles as 'people from the low islands'.

anxieties (phobia). These conditions can be described as Caucasophobic, Negrophobic and Mongolophobic (Fanon 1967). Jean-Paul Sartre made a masterful study of the problem of ant-semitism based on phenotypes. This phobia is considered to operate on an instinctual biological level.

If people who become practitioners working with communities of visible difference hold any of these subliminal phobias, this will influence inappropriate use of power in unpurged unpunished misdemeanours of unrepressed achievement. Herein, we can begin to determine the importance of self-awareness in order to separate any issues, which could adversely affect effective nonbiased (inclusive) teaching of all students.

I propose that in view of aforementioned facts, molecular biology and genetics, and in the interest of social inclusion, the concept of race is no longer meaningful instead we should discuss people and notions of 'difference'. If we are constructed by our social experiences there is bound to be a potential psychological significance in being labeled disaffected etc. It will affect the quality of life of the labeled and the society at large. Furthermore, there is absolutely no evidence to suggest that the so called 'disaffected' and excluded or at risk of exclusion young people have a genetic disposition to exclusion or under achievement. A discussion of difference and equality would be far more valid. Notwithstanding, I recognise it is likely that whenever there is any question of 'disaffection' and 'excluded pupils' the concept of race and the term Black will continue to appear.

Stereotypical images of Black people have become synonymous with low educational achievement and low income. This leads to low expectations. In addition Black is a blanket political term used to describe Asian, African and African Caribbean communities. Blacks and Whites are not homogenous groups and not all Black young people are underachieving and of those that are excluded the practice of excluding is disproportionately applied, (see figure 1.1), to suggest anything else is to distort figures and stereotype. The evidence is that African Caribbean people (especially boys) specifically as opposed to Black people generally are excluded and consequently this will have a direct impact on them underachieving.

2.7.6 Culture

There are many views of culture, which basically lumps together perceived values, and assumptions of sectors of the community. For the purpose of this research, due care and attention is given to definitions in an attempt to avoid a 'one size fits all' approach to bestowing cultural attributes to people based on an outsider understanding.

Africa has a vast cultural diversity of over 800 different ethnic groups (Goggins-II 1998) related to a history of global connections with cultures inside and outside of the Continent. No culture is static, timeless, and merely traditional. Cultures vary from region to region, among different ethnic groups, genders, language speakers, ages, and classes in Africa, Europe, Asia, America, China and the Caribbean.

What it is important to establish is that families and communities are important aspects of many cultures and societies. They come in many different shapes and sizes, so there is no one pattern to describe them. In the UK families living side by side can have very different family situations and cultural practices.

A move away from stereotyping allows people and communities to represent themselves rather than being represented by a stereotype or perpetuators of the stereotype. I propose that a more progressive approach is to 'normalise' young people and the reality of 'difference'.

Research indicates Black children are capable of achieving higher than their counterparts academically till they reach key stage 3 (age 14) when the teaching pedagogy employed appears to conflict with the needs of the learner and results in complex inter personal behaviours and perceptions outlined in research by Sewell (1997) leading to student exclusion.

This research makes an original contribution to this area by examining practices, which work to avoid excluding practices. The research calls for an examination of teaching practice that is an integral dynamic in teaching and learning. I argue that if the practice

of teaching is not holistic there is potential for disparity and inequality based on ignorance. Child development and theories of learning form part of teacher training but this research indicates that the technology of family and the importance of understanding different cultural groups is not part of teacher training and so we begin in a deficiency.

With increasingly diverse communities and third generation communities, young people can become estranged from their cultural heritage and so young people are not as topped up holistically as they should be because they spend large amounts of their waking hours with practitioners who are unaware of their cultural norms.

In addition some second and third generation Black youth belong to a sub-culture of' British pseudo American' culture with no definite identifiable cultural heritage distinctiveness.

Asante (1988) argues that a hegemonic society uses societal institutions and resources to promote their cultural heritage whilst through omission, distortion and misrepresentation devalues other knowledge centred cultures of those in the same society who may not trace their origins to Western Europe.

2.7.7 Diagnosis

There is no research evidence to suggest that excluded young people are IQ tested so there is no information about intellectual or academic ability so to apply low expectations to marginalised groups is problematic. Consequently any educational needs may be overlooked.

If young people have identified or unidentified needs unmet, they may learn and develop behaviours which are considered disruptive to others or difficult for some schoolteachers to manage and lead to them being classified as having emotional and behavioural difficulties (EBD) or behavioural emotional and social interaction (BES) difficulties.

If these symptoms of unmet needs are not investigated, young people are excluded by practitioners who are usually under pressure to hit curriculum targets and unqualified to make assessment, diagnosis or appropriate educational choices. However, some exclusions may originate from interactions between a wide range of teaching and non-teaching staff. For instance 'dinner ladies' whose role it is to supervise young people during lunch period and assume the role *in loco parentis*. These lunch periods take up sixteen percent of the whole school day (Wright 1992) and involve large number of young people during concentrated periods of non-directed social activity.

These exclusions can result in young people wrongly placed (Coard 1970) according to behaviours and not education related issues. In effect they are not referred to education provision otherwise than at school (EOTAS) based on their 'needs' but to satisfy the preference of practitioners and schools who condemn them to the category 'excluded' often associated with a condition referred to as 'disaffection'. Being labelled with the condition of disaffection has implications far beyond the period of compulsory school age.

When a young person is not afforded the courtesy of a professional diagnosis, it can be safe, to conclude that any intervention is inconclusive, may be inappropriate even damaging. Young people who are considered disruptive or fail to stay on task are not attractive to teachers who are under increased pressures due to bureaucratic demands of the national curriculum and its associated paperwork (Bourne 1994) for whom life without disruptive student in their classroom may be considered preferable (Fulton 1993). Exclusions do not address the cause of inappropriate behaviour or learning needs but allows the practitioner to ignore the educational needs of a young person and instead opt to meet their own needs with the convenience of a more 'practitioner friendly' student.

If learning needs are not diagnosed and therefore remain unclear, routes into the category of disaffection are dangerously wide and can be based solely on labelling, projecting prejudices (inadvertently or intentionally), ignorance, incompetence and can

result in the student being stigmatized and disrespected (Sewell 1986). The conditioning affect of word association is under researched.

The undermining of cultural difference can take place for example by the persistent refusal of staff to call a student by their first name rather than their family name. In some cultures a name has far greater importance than simply something you are known by, it has significant meaning (Goggins-II 1998) .

Some pupils are considered not only 'disaffected' but also 'disruptive', 'disadvantaged' and 'dysfunctional'. Deficit models of learners are applied to pupils with no reference or relation to the context or relationship with the practitioner. In fact DfES guidelines advise that a decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/part2/

The persistent pathological dysfunctionalisation of young people (ESN, EBD, ADHD, SEN) victimises them and compounds any already existing exclusion, labeling and attributed complex. It centers the problem as being with the child, creating a deficit view of a young person e.g. what is wrong with them. Barrow (1996) argues that if a child develops poor self-image at school, it is an indictment of the teachers. This may appear at first to be a biased statement, however, if parents are to be held responsible for how young people behave outside school, teachers must begin to give some attention to their responsibility in terms of behaviours which result in high exclusion figures. After all, to place the entire responsibility on a young person and absolve the adult of the issue entirely is not inclusive. Teachers, like students and parents are human beings and as such susceptible to errors of judgement.

A new approach is required which does not seek to blame but does attempt to turn the focus away from the 'victim' (Ryan 1976) in an effort to bring a balanced approach to

where the responsibility for the exclusion alarming statistics rests and the solution to addressing the challenges in this area.

Historically there has been one remedial programme after another and in addition, current approaches to addressing issues associated with exclusions include medication like Ritalin for emotional and behavioural problems such as attention deficit hyperactivity disorder (ADHD). These drugs, prescribed for young people by clinical psychologists and health professionals, are highly addictive and it is still too early to determine whether these type of drugs prescribed in childhood may go on to be needed in adulthood. This is likely to have a symptomatic and diagnostic, impact on jobs and society because of any hyperactive-impulsive tendencies or ensuing drug dependency which may affect long term job prospects thereby increasing any social exclusion vulnerability of the already excluded young person.

A fair and systematic diagnostic process would address the needs of the person in the potentially excluding environment of education. Although mis-diagnosis becomes a risk, at least an assessment based on professional assessment mechanisms is an attempt to make informed decision before excluding and might result in dual-diagnosis and/or multi-diagnosis and provide the basis upon which to determine future education provision or intervention.

Recognition that a student may have learning difficulties irrespective of the possible range of complex causes may assist practitioners more readily meet the needs of a student, instead of the current position where volumes of young people are referred with labels such as either learning, emotional or behavioural problems attached to them with little reference to a fair and balanced representation of historical and current circumstances including the context within which the difficulty presents or the relationship with practitioners or pedagogical approaches. As a result needs, which may begin as simple, can become complicated, overlapping, deep rooted and unmet are simply transferred to provision where the emphasis is pastoral and behavioural rather than academic.

Although the Social Exclusion Unit (see figure 2.1) report indicates the most vulnerable groups at risk of social exclusion, the cause of social exclusion among young people can be triggered by one or a combination of complex issues which may be developmental or other. These might include personal tragedy, disaffection, alienation, social competence, emotional disturbances, stress, displacement of aggression, negative self-concept and self esteem, frustration, sense of powerlessness, a tendency towards interpersonal violence, the premature on-set of adulthood, drugs, criminality, preparation for the world of work, asylum seeking, to name but a few.

The causes are hotly debated and include discussions around psychological, cultural, generic, environmental (huge pressures face inner-city families including unemployment, poverty, substandard housing, levels of serious illness and stress, lone parents, abusive environments, crime, drugs), health (thalasaemmia or sickle cell blood disorders) food intolerance of wheat, gluten, dairy products, chemicals, immunisations and racisms.

There are strong complex and contested issues around the causes of exclusion and whilst there are arguments for including the cause of exclusion, the role of the research is to focus on the issue of social inclusion practice and not the 'cause' of exclusion.

Young people are being labelled disaffected at an earlier age. In the absence of diagnostic assessments, crude screening tools like unacceptance, intolerance, ignorance, irritation, biased opinion, culture and other inappropriate mechanisms for exclusion may prevail.

If we turn our attention to the young people affected by terms like 'disaffected' and 'hard to reach' we can note a dehumanizing process of classification, which situates people in categories, which then become the object of reference. In effect the discourse is about categories rather than people.

Whilst this process has become normative, it is important to make the point that the dehumanizing process makes the excluding practice more manageable but fails to recognize that the young people are no less human. They become less likely to be

referred to as people with the description following rather than as the description (e.g. 'young person who has become disaffected' as opposed to 'the disaffected').

What is apparent however, is that young people (pupils) that the government seeks to include need to be distinguished from those pupils who are already included. A question is 'who are these pupils?" How can we recognize them? So that they can be 'affected' and 'included? How is this accomplished? Using definitions to describe to describe people is problematic as we are speaking of human beings. In the absence of biological tests, a way of differentiating is required based on performance, appearance and behaviour. The author will now go on to identify performance and visible difference as an approach to isolating the 'disaffected' from the 'affected'.

The 1981 Education Act, informed by the recommendations of the Warnock Report (Warnock 1978) heralded a move away from applying a medical model approach to the child and towards the context of learning (Warnock 1988). The DfES Code of Practice (2001) supports this focus. It advocates a policy of inclusive educating, and recommends that the majority of children with special education needs (learning difficulties) should be educated within mainstream provision. Learning difficulties are not the same as cultural difference and the misconceptions can lead to inappropriate practice and human interaction.

It is felt that some frustrations result in behaviour problems (Hodgdon (1999). However unlike the idea of manipulating theories of cause and effect e.g. if I do this I will get my own way, the behaviour is an overspill of the frustration overload.

In schools the Special Educational Needs Co-ordinator (SENCO), may prevent problems escalating and produce changes for the better, however if the difficulty cannot be managed the school can exclude the child. DfES guidelines recommend effective early intervention to prevent emerging problems from becoming special educational needs. Although some needs are - such as dyslexia or problems of attention and hyperactivity - and therefore needs to be placed on the SEN Register rather than excluded.

There are 3 levels of recommended action:

1. School Action
2. School Action plus external support (e.g. LEA, Health)
3. Statement of learning needs (for the most severe learning difficulties)

Figure 2.20 Levels of Recommended Action

2.7.8 Summary

This section attempted to illustrate the complexities involved in addressing issues connected with the populations which are most affected by excluding practices. It unpacked the groups which fall within the categories identified as at risk of exclusion, dealt to some further extent with the issue of the exclusion of young Black people because of the disproportionate affect exclusion has on this identified population. It is important to mention again however, that this research does not seek to address the exclusion of Black boys solely but to address practitioner behaviours, which result in the exclusion of any young person.

This research attempts to examine the terms applied to the population of young people unplaced, excluded or at risk of exclusion in order to unpack the basis and origins of these labels. In so doing, the research intends to argue that the language used in the exclusion discourse contributes to compounding the prevailing exclusionary influences.

The next section continues by introducing the other prominent actors directly or indirectly involved in school exclusion e.g. practitioners, parents, and policy makers.

2.8 Parents & Carers

Young people come from communities outside of the school world and the effect of exclusion has an interconnected relationship with the people who operate in the lives of young excluded people.

The 1967 Plowden report (Education 1967) suggested that schools should follow a 12 step programme to involve parents (Macbeth 1993) which included a welcoming system, profile on each child, biannual consultation, termly class meetings and a parents' association, plus home-visiting in exceptional circumstances (Macbeth 1993).

Parents however, may not be aware of their roles, responsibilities and rights. For instance, parents are not obligated to send their children to school but can be required by the LEA to provide evidence that the requirements of full time education are being met (Gold 2002). When a child is however in school education and on the register, failure to comply with the attendance requirement is a criminal offence.

At Diane Abbott MP London Schools & The Black Child conference (2002), (2004) it emerged that Black parents have not always been aware of the new concepts that are introduced in education and the discourse may marginalize the parent who is genuinely trying to work with the school system.

An example of this is the way in which special schools were misconstrued to be places that children would attend that would give them special academic attention, they were not aware of the implications which were that children would not receive academic input at a level that was at least equal to mainstream school (Dhondy 1985).

2.8.1 Impact of Exclusion

The parent school relationship does not occur in a vacuum (Wright 1992). The relationship between stress and social exclusion has not been researched but as stress researcher Hans Selye argued, (when he borrowed the term from physics), stress is the bodies response to everything from physical ailments to emotions such as fear and anger.

Schools are encouraged to do what they can to explain their aims and policies to parents and to associate parents with their work (HMI 1985) however there are difficulties if there is no working relationship with the parent or if the parent is not motivated or aware of their parental entitlement (Gold 2002).

When a young person is excluded, it may be the parent or the carer who is the first adult to speak to the young person about the factors that led to the exclusion. This 'talking' is an approach used by practitioners in the helping professions. Therapeutically, psychoanalysis is referred to as the 'talking cure[27]', which suggests that language can relieve mental suffering.

Although exclusion of a child will have an impact on the parents, there is often nowhere for the parents to go to get this form of relief. Stress relief is considered to be an important part of family health and wellbeing (Yuen 1999) and without an outlet for this stress, it is likely that the majority of those experiencing social exclusion (directly or indirectly) will suffer the ongoing consequences of not having the luxury of a therapeutic service, they will not know (or care) about the 'social exclusion' label, or have the resources and energy to become empowered enough to cause the label to be removed.

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[27] The essence of the 'talking cure' approach being 'free association' wherein the patient says everything that comes to mind giving the analyst access to the the patient's desires and histories which can then be interpreted and reconstructed within a clinical session. It is intended to uncover the hidden conflicts which underlie neurosis so that the patient is relieved of distressing symptoms. This is based on Freudian definition of selfhood where the human subject does not exist independently of sexuality, libidinal enjoyment, fantasy or social and patriarchal codes of modern culture.

The role of the parent in the education of children is critical (Wright 1992) but not viewed as a 'professional' component of a solution focused intervention despite the concept of 'parents as partners' (Warnock 1988). In fact is may be construed by both parents and teachers to be easier for parents not to liaise with schools (Macbeth 1993). This section will look at the role of the parent and what could be considered the fundamental missing link in the educational achievement of excluded children.

The 1981 Education Act, informed by many recommendations of the Warnock Committee's report gave legal backing to 'parental choice'. It shifted focus to look at needs of the young person as well as integration into mainstream schools and communities (Hill, 1997). This opened up special educational needs to a far wider population than it had previously, however the 1981 Education Act was a 'well meaning, but toothless legislation…' (Jones et al., 1992 p. 12) because it lacked the ability to enforce the recommendations made.

The role of the parent is important because an excluded child may have been seen by a number of practitioners from differing disciplines and different opinions about the child. The parent is often the only constant adult and the adult who will usually have crucial information about medical, cultural, and family history. Parental input is crucial (McGee, Morrier, & Daly, 1999) for the following reasons:

As mentioned earlier, parents will usually have been involved at every age and stage of their child's life experience and therefore possesses 'Continuity of perspective'; the parent also has 'In-depth knowledge of the child'. Parents are the co-ordinating link and can become active in a 'Partnership and advocacy' role. Professionals are bound by codes of ethics and the extent of their involvement is limited within time frames (academic year, appointments, etc). Parents however remain involved at every age and stage and can support 'Effective transition between settings and life stages'.

The aforementioned dilemmas have caused some families to become uncertain of what to do in the event that their young person is excluded and in many cases families may be unaware that their child is considered at risk of exclusion.

The differing opinions of the cause or causes of exclusion have led to increased awareness and despair. Despite the many conferences, information sheets, research activity, press, radio and TV journalism aimed at discussing exclusion from mainstream education the type of intervention is not agreed upon.

DfEE research published in 1998 indicates that intervention is most likely to be effective with the involvement of parents (DfEE, 1998). Therefore it must be considered important to establish valued dialogues so that child centred needs are met.

As the population changes, the needs of newly arrived students and parents will involve advising parents that in the UK it is the parents prime responsibility to know about education because in other countries the responsibility may fall on the teachers.

2.8.2 Guidance

Pupils, policy makers, schools, PRU's, projects and practitioners are offered guidance from codes of behaviour provided by their governing institutions or associations. However Parents are often left out of the advisory loop because of issues of communication or other barriers. What is missing is a coherent guidance pool, which is researched and evaluated based on thorough theoretical and practical grounds.

This section gave attention to the fact that exclusions do not simply impact on the young person but has implications for the family and the wider community. This inter related dynamic extends beyond the identified community and becomes an issue for the wider society.

2.9 Projects

Projects are operating throughout the UK and it has become quite normal to refer to projects as if there were an agreed understanding of the purpose and nature of projects. Here we look at the history of projects.

2.9.1 Birth of Social Inclusion Projects

Community action in the 1960's obtained money from the Home Office to initiate projects in disadvantaged communities.

In 1981 Lord Scarman reported on poverty, urban deprivation, racial discrimination and racial disadvantage in an attempt to inform social policy stating that so long as they remain they will continue to be a potent factor of unrest (Scarman 1981).

Nationally and locally the effects of disaffection can be seen. In Whitehall, DfEE has the main responsibility for policy on truancy and exclusion, the Home Office has responsibility for crime and criminal justice, social services and the Department of Health have key interests in combating the impact. As the cost of social inclusion continue to rise, government are increasingly concerned to document the consequences or outcomes of educational interventions in the services they fund.

The 1981 Education Act was the result of recommendations made by the Warnock Committee report whereby the needs of the child became the responsibility of the Local Education Authority (Warnock 1993), it also considered special educational needs to be a spectrum need suggesting that there are widely varying special needs and that efforts should be made to integrate students with special needs into mainstream education. In 1989 the Childrens Act and the Education Reform Act recognised the value of parental input. Broadening the student support in education outside of the teacher school responsibility to meet students educational needs.

2.9.2 New Labour Project Strategies

More recently New Labour's Policy Action Team 12 recommends a shift from 'crisis intervention' to 'prevention through social inclusion strategies'.

Funding became available for the creation of social inclusion projects wherein the practitioners would offer solutions to being excluded or unplaced.

There are a number of projects throughout the UK, funded by European Social Funds (ESF) that go some way to meeting the needs of young people who are at 'risk of exclusion' or excluded' and consequently 'disaffected'. The numbers are unclear because unlike their similar institution, pupil referral unit, SIP's are not regulated by the DfES.

Similar to schools, community projects do not exist in a void or operate in isolation but unlike schools they may be funded by outside stakeholders but not usually on a fee basis or by government monies in an attempt to include.

However relatively little is known about what constitutes a socially inclusive project approach or indeed what is considered to be social inclusion practice and if a model of inclusion within social contexts exist.

As an experienced practitioner the author considers the focus of this research should be on the pedagogy and the perspective of the practitioner. It is probably quite feasible that teachers lose the ability to engage with the student simply because they are not culturally and community conscious. Teachers with cultural knowledge use the benefit of their insight and empathy to enable students that the system is failing. This research focuses on the views and practice of a team of social inclusion practitioners to uncover any issues and characteristics of social inclusion practice.

2.10 Practitioners

In recent years education has been directed by politics, legislation and social trends. There has been extensive research into the effectiveness of education and we have become familiar with the statistics, which indicate the numbers of children who do not reach high academic standards. More recently, there has been an emergence of young people who are referred to as disruptive and disaffected.

2.10.1 Overview

The role of the practitioner in education is to facilitate the learner. This is highly dependant on interpersonal relationships, and a sensitivity that can only come to those who have interest enough in others to really listen to what they have to say and to discern what lies behind their words, frowns and hesitations. This requires the stillness of reflection (Peters 1975). To what extent is practice within the SIP driven by any clear understanding of who practitioners are and in view of the changing trends in education is there a case for reconstructing the Teacher.

The global Teacher is increasingly seen as a technician, doing rather than thinking. Due to the National Curriculum and legislation the pre-1988 teacher is very different from post-1988 teacher. Disaffection and social exclusion must in some way be affected by this and it is important to consider the conditions, consequence and ramifications for pupils, parents and practitioners. This research focuses on the area of the social inclusion practitioner but in preparation let us examine some issues around the concept of a social inclusion practitioner.

Practitioners are faced with a new population of widely varying needs in a society affected by global events far more than in earlier years. How does the practitioner manage in this new climate? One way is to manage their own learning to ensure they are more competent to meet the needs of their learner populations cultural and knowledge need. This creates a form of fluency, which is not only subject based, but subjective.

The concept of 'self managed' learning was developed by Ian Cunningham during the late 1970s (Corrall 1992) and is a self directed and self motivated method of professional development.

Notions of cultural norms influence expectations of young people. Young people of Asian origin are expected to be industrious, courteous and keen to learn. They are assumed to be well disciplined, highly motivated and from backgrounds where educational success is highly valued. Whereas young people with African Caribbean origins are expected to exhibit disruptive behaviour in class and consequently they are more frequently reprimanded and controlled even when they are exhibiting the same behaviours in a class of young people (Wright 1992). The expectations attributed to excluded young people are often associated with crime, unemployment, drugs and deprivation. There is a tendency to conceptualise difficulties in behaviour and learning so the student is seen as being or having the problem (Fulton 1993) a kind of 'pathologising' of young people, their families and their cultures which is based on media misrepresentation not on authentic rigorous research carried out by those affected by the labels. African Caribbean sub culture is considered the cause of why the school process does not work (Sewell 1997). With their academic experience and exposure to varying practitioner commitment, it is not surprising that they are not given the opportunity or have the time to be part of the discourse, or indeed to even realise it is taking place. Their involvement would be invaluable in bringing insights through intellectual agency to the complex dynamics involved in disaffection and their creative and socio-cultural endeavours could be brought to bear on shaping interventions that are closer to the nature of the problems and needs of those affected by disaffection.

A number of strategies have been put forward to address this problem and in the 70's we saw the mushrooming of Pupil Referral Units and Behaviour units (see section 2.6) and the unacceptable increase of exclusion as a way of discharging the responsibility toward students who did not conform or 'fit in' and with it a practice that is different from what is considered to be mainstream teaching but still sits in the paradigm of education.

2.10.2 Inclusion Charter

Although exclusions have a disproportionately negative effect on Black boys, the issue of inclusive education is more than a Black White issue. Inclusive education can be presented as a human rights and human needs issue because segregated schooling breaches all four principles underpinning the 1989 UN Convention on the Rights of the Child according to a report called Social and educational justice - the human rights framework for inclusion. Issues of inclusion are humanitarian and the human rights movement has operated for many years and for much of the time there has been a fraternity of humanitarians working for a true solution to human problems (Garvey 1986) as opposed to subhuman endeavour (Browder 1997).

CSIE six point Inclusion Charter, first written in 1989, was revised in 2002 and includes the following intentions: -

- We fully support an end to all segregated education on the grounds of disability or learning difficulty, as a policy commitment and goal for this country.

- We see the ending of segregation in education as a human rights issue, which belongs within equal opportunities policies.

- We believe that all students* share equal value and status. We therefore believe that the exclusion of students from the mainstream because of disability or learning difficulty is a devaluation and is discriminating.

- We envisage the gradual transfer of resources, expertise, staff and students from segregated special schools to an appropriately supported, diverse and inclusive mainstream.

- We believe that segregated education is a major cause of society's widespread prejudice against adults and those experiencing difficulties in learning and that efforts to increase their participation in community life will be seriously jeopardised unless segregated education is reduced and ultimately ended. Desegregating special education is therefore a crucial first step in helping to change discriminatory attitudes, in creating greater understanding and in developing a fairer society.

- For these reasons we call on Central and Local Governments to do all in their power to work as quickly as possible towards the goal of a desegregated education system.

Figure 2.21 CSIE Intentions

At the time of writing only 6 local authorities have signed the charter Removing Barriers 2004 (http://inclusion.uwe.ac.uk/csie/charter.htm).

The government holds the view that regardless of gender, race, religion, ability, class, status, every child has a right to become a student and have equal access to a high quality education in a 'normal' classroom setting and achieve their full potential

The government sees social inclusion as being achieved by developing active citizenship through work and education.

My literature search did not reveal materials that indicate that human needs are considered when looking at the acquisition of knowledge for young marginalized people, which is what education is broadly aiming to achieve.

2.10.3 Summary

This section has provided a post-war historical reference to contemporary exclusions from school and the increasing unplaced school age population. This research failed to discover any substantial UK published research, which examines the practice of professionals working in an urban social inclusion project.

This chapter took a brief look at the history of inclusive and exclusive legislation and events; it also looked at policy, people and institutions, which operate in the area of education. It examined the philosophies, which provide the historical influence as well as the philosophies, which I consider, impact on this research. In addition it sought to give a background to the history of differentiating of schools and between schools, PRU's and projects.

This chapter formed a link between issues of rejection (exclusion and marginalisation), suggesting that exclusion issues require a shifting of total responsibility from victims of exclusion and their families to a shared responsibility on society, social influences, sharing of goals but in particular to excluding behaviour of practitioners.

Despite the government rhetoric on social inclusion, exclusion numbers remain unacceptably high. I argue that a paradigm shift is required to resolving the problem of

social exclusion as it relates to education. This new approach to seeking solutions to excluding practices, suggests that punitive policies have failed. If existing practice methods do not work, an alternative practice should be explored and applied.

As we decode the meanings of the historical and social movements, what begins to emerge is a similarity between the ways in which certain sectors of society continually exclude, changing the language and the mechanisms, but still marginalizing groups based on notions of 'us' and 'them' (others). Having explored some of these issues, which are critical to this research into the practice of inclusion, this research investigates the practice of practitioners who work with marginalised young people. It uncovers issues of power and human difference.

In order to pursue the research objective, which is an investigation to explore the possible presence of a practitioner 'model of inclusive practice', the research is led to consider issues of a humanitarian nature.

When we look at human needs, for instance physically, we can use the analogy of an occupational therapist. The occupational therapist exists to use self-help, manual creative, recreational and social, educational and pre-vocational, industrial activities to structure restorative function of limbs to secure the readjustment to 'normal' living. Using this example we can move to the role of social inclusion practitioner who seeks to reintroduce normal living to the lives of young people. If education in its deepest sense concerns the opening of identities (Wenger 1999), it leads the research to place matters of identity and human rights central to this research.

This review of the literature establishes that there is considerable research investigating the causes of exclusion and the impact thereof. Teaching practitioners are directed by the government and are given targets, objectives and directives that inform 'what' needs to be done, but it is difficult to identify the 'how' it should be done. There is however far less evidence of what social inclusion practitioners actually 'do' in what Jurgen Habermas termed their 'lifeworld' (Outhwaite 1996).

In order to ensure that the importance of the research does not undervalue the subject's risk, it is important to recognise the humanitarian importance of the research objective (Dooley 1995).

The needs of students are incredibly wide and situated in issues of schooling and education objectives, social constructs of class, ability, race, gender, appearance and culture which categorise people so that the constructs of inclusion can be impressed upon the individual.

In this chapter, the issues of discrimination and identity emerge quite noticeably linked to ideologies. How do social inclusion practitioners operate in this complex context? What do they do to effect inclusion? This research aims to be unobtrusive and ethical (Dooley 1995) as it examines how social inclusion practitioners at an urban social inclusion project employ an inclusive approach to education provision.

In the UK there is no social inclusion practice regulating body and so the practice of social inclusion intervention is not officially supported or co-ordinated in terms of provision. There is no statistic available in terms of the number of social inclusion projects funded or operating effectively and no one model or approach is advocated or recommended.

Taken together these reviews suggest several generalisations about the state of our knowledge concerning the impact of marginalised young people. For the majority of these studies rarely involves more than one or two predictor variables. Thus we know that a considerable number and variety of variable are related to notions of difference but we have comparatively little basis for judging the relative importance among them or the role the practitioner plays in including young people.

This chapter proposes that the action of a practitioner who excludes may have links to uninformed practices, deep rooted value systems of intolerance and an unwillingness to explore all the dynamics that result in the exclusion of young people. Majors (2001) argues for a paradigm shift away from an emphasis on cognitive approaches and toward a more relationship focus. He suggests that an approach to resolving the issue of

excluding behaviour is for teachers to develop emotional literacy. I align myself to some extent with this position but argue further that any approach to resolving excluding behaviour should be based on empirical research. This chapter provides both the philosophical and political context within which to examine this problem and provide the paradigm shift.

This research aims to address the gap in knowledge about what socially inclusive practitioners actually do by investigating practice at an education provision otherwise than at school.

The next chapter will detail the methodology used to direct data collection and analysis.

CHAPTER 3 - METHODOLOGY

3.1 Introduction

The last chapter examined policy guidelines, legislation and explored the perspectives, which have a bearing on this research investigation.

This research aims to reveal whether a model of inclusion practice operates within the social context of a project set up to provide education otherwise to young people excluded, at risk of exclusion or unplaced by revealing the lived experiences as offered through the voice of the practitioner. The research principal concern is to discover whether a model of social inclusion practice exists and is in operation.

It is the objective of this research to build theory from practice rather than test any hypothesis by asking the following two key questions: -

Views of the interview informants were sought by asking the questions: -

- What does the project do?
- What is your (respondent) role in (or relationship to) the project?

Figure 3.1 Interview Question

Building on the background provided in chapter two, this chapter will briefly revisit the purpose of this research and the method of data collection considered best fit for the purpose (Manion 1989) of this study with reference to the research investigation. It will then explore issues such as saturation and reliability, which arise when applying the chosen methodological approach including any limitations and ways of ensuring the data is valid and sufficient.

It will start with a brief look at the research question and issues to be considered when seeking to be guided by empirical data before discussing the main methods used for this investigation: interview, observation, field notes, document search and a reflexive journal. The discussion then continues with a look at each of these methods and how they relate to the research question and limitations of these chosen methods. During this process, the issues of authenticity and saturation are considered

3.1.1 Research Investigation

The research investigation seeks to investigate practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school in order to ascertain whether a model of socially inclusive practice can be identified which is recognisable to the practitioners and in so doing give a voice to the socially inclusive practitioner.

This section begins by briefly exploring a number of research options before selecting Grounded Theory as the paradigm used for this thesis.

There are two widely established schools of inquiry open to me. These two paradigms are quantitative or qualitative in nature (Cohen, Manion et al. 2000) and offer quite different procedural guidelines.

Neither approach is exclusive and within each there are established traditions. In fact it may be that considerable cross fertilisation takes between the two paradigms whereby data is collected using research tools borrowed from both paradigms. For instance

using a qualitative approach (i.e. observation) and then after coding the data, it can be statistically analysed, 'quantifying qualitative data' (Strauss & Corbin 1998). Or, data can be sourced using a quantative approach (i.e. survey) then analysed using a nonmathematical interpretive approach to understand emerging issues.

My epistemological position holds that knowledge can be revealed through a process of observing and experiencing social settings led the author to take an ethnographic approach to designing this research.

The methodological choice was directed by my view that information about how social inclusion practice operates can be found by entering the world of the social inclusion practitioner.

3.2 Grounded Theory

This being so, the way to unearth the data is to minimise the distance between the research subject area and the researcher through interacting with that which is being researched.

Grounded Theory (Strauss & Corbin 1998) offer a way of developing a theoretical interpretation of what is seen and heard during the data collection process (Corbin 1998). It was developed by sociologists Barney Glaser and Anselm Strauss. This methodology allows a researcher to unearth (Strauss 1967) the material. This is particularly useful as this research methodology allows themes to emerge for later analysis and conclusion.

This methodological approach is 'theory generating' rather than 'hypothesis testing'.

Grounded theory aims to build theory where there is none. This is done inductively by uncovering and understanding what underpins phenomena about which little is known. It provides a systematic set of procedures designed to uncover a theory informed by

phenomena. Giving an accurate description and honest account with minimum interpretation of informants view.

A characteristic of Grounded Theory is that unlike other approaches to research, hypotheses testing is at the rear not the front of the research. An area of study where what is relevant is allowed to emerge. Emerging data is fractured to identify patterns which are categorised and put back together through a procedure of coding around core categories in an axial coding process with properties, dimensions and associated paradigmatic relationships. The data is then subject to a further coding process of selective coding which is a higher more abstract level of relationship building through integrating and refining the concepts.

Barney Glaser and Anselm Strauss (1998) collaboratively developed grounded theory in 1965, as a way of developing a theoretical interpretation of what is seen and heard during the data collection process. It supports the unearthing of issues and themes.

Grounded Theory is frequently confused with Action Research. However, whilst it is 'action orientated', it differs in a critical way. Whereas action research intends to cause change, grounded theory works hard not to impose or cause change but instead to reveal and present change. It is a transactional system that allows the research to examine the interactive nature of events and directs the research to investigate action, which is purposeful, sequential and interactional.

With this particular methodology, theory is built. Unlike other approaches to research, hypotheses' testing is at the rear not the front of the research. It provides a systematic set of procedures designed to uncover a theory regarding phenomena about which little is known.

Emerging data is fractured to identify patterns, which are categorised and put back together through a procedure of coding around core categories in an axial coding process of associated paradigmatic relationships. The data is then subject to a further coding process of selective coding which is a higher more abstract level of relationship

building. The processes of coding and relating categories assists in breaking through biases and assumptions as it seeks to unpack the complexities of social phenomena.

A further characteristic of grounded theory is, evidence gathering in the reality of the subject's world while it occurs; and a significant interplay between literature search, fieldwork data collection and data analysis. As a result this is sometimes referred to as the 'constant comparative' method because of the highly complex 'to-ing and 'fro-ing'.

To carry out this approach effectively 'social context sensitivity' is vital as it enhances the researcher ability to understand language used by informants ('in vivo' codes). Issues of ethics must remain uppermost in researcher conduct and confidentiality and options to withdraw must be made clear to the informants.

Grounded theory permits 'up close collection' but requires an analytical distance (frequent 'metaphorical stepping back' to establish 'what have I got here, where do I go now'. This approach to research requires an openness and flexibility balanced with the constant reminder of the requirement for validity, reliability and authenticity.

The grounded theorist must also develop sensitivity to 'process' (phases – first this then that) and employ strong analytical techniques together with administrative discipline to develop mechanisms for documenting and charting progress and process.

Users of other methodological approaches do not always appreciate the methodological dynamics of Grounded Theory and regularly offer advice about doing research in other ways. As a committed grounded theorist, I appreciate the advice but remind myself that during a recent workshop with Sue Duncan, Government Chief Social Researcher in The Prime Minister's Strategy Unit of the Cabinet Office, researchers were strongly encouraged to pursue qualitative and quantative research that would generate research findings based on empirical data. Grounded theory satisfies this endeavour.

3.2.1 Limitations of Grounded Theory

As mentioned earlier, all research approaches have strengths and weaknesses and Grounded Theory is subject to issues of 'interpretation', 'subjectivity' and 'authenticity'. This is important to note, as interpretation is not an objective of the Grounded Theorist.

Research conducted in the real world is never a 'perfect match' between method/s chosen and the goals of research. There are always some 'trade offs' in research. (Hammersley 1992). All research approaches have strengths and weaknesses and similarly Grounded Theory is subject to the issues of 'interpretation', 'subjectivity' and 'authenticity'. Interpretation is not an objective of the Grounded Theorist. Another challenge of this approach is the imperative requirement of generating a clear audit trail because the grounded theory approach generates excessive mountains of data in the form of field notes, transcripts, diaries, documentation, and reflexive journalling. All of this data has to be assimilated into concise theoretical formulations that build the density, sensitivity and integration needed to generate a theory that closely approximates the reality it represents.

The use of a semi-structured interview was seen as appropriate and fit for purpose. It does however, have some limitations, as do all methods of research. It has been argued that the semi-structured interview weaknesses are:

- Open to bias
- Inconsistent
- Subject to misinterpretation

Figure 3.2 Interview Limitations

Open to bias

Whilst it can be argued that bias may contaminate and skew data, it is the very subjectivity that the interviewer considers essential in fully understanding the nature of the 'real world of social inclusion practice'. Research reduces the impact of limitation by acknowledging the bias of subjectivity (Kvale, 1996) because it is the subjectivity that is critical to produce the requirement of theme emergence.

Inconsistent

The limitation concern expressed is usually one of a risk of focus shift. However, the interviewer posed the questions and checked the understanding of the interviewer to check that those interviewed understood the question in the same way as every other person interviewed. This is known as 'stimulus equivalence' Oppenheim, (1992).

Subject to misinterpretation

All accounts provided to the interviewee were checked for understanding and any ambiguity clarified. Interviewees were informed that the recordings are available to them for checking.

Analysis and microanalysis.

First revisit the transcripts, to uncover, name and develop concepts, which emerge, record initial thoughts ideas and meanings. Having broken the huge data into discreet parts I can examine and categories. The similarities become evident. After this I can attach meaning to the categories and reform the data in these categories and

subcategories. Possible concepts can be formed based on emerging themes, issues and practices. Which provides me with a form of hypothesis (possible 'model' indicators). Then we look for meaning in these categories and I begin to write my memos (e.g. I think a strong patters about funding is emerging here). Then I can begin (axial coding) to look at the texture of relationships around the 'axis' of the category being focused upon.

Until the point of 'theory saturation' where no new categories appear to be emerging.

Microanalysis involved open and axial coding of interviews, observational field notes, manuals, etc. Listening and re-listening to interviews while at the same time reading transcripts line by line – allowing the data to speak for itself as I mine (Strauss and Corbin, 1998) the data and take into account the respondents interpretation of what is happening.

Data analysis is the interplay between researchers and data. It requires the science of maintaining a certain degree of rigour and by grounding analysis in data. I have to aptly name categories, ask stimulating questions, make comparisons, extract an innovative, integrated, realistic scheme from masses of unorganised raw data. I need to master the balance between creativity and science.

First describe the data this is abstract interpretation in some cases to explain why when where what and how events or happenings occur.

Organise using conceptual ordering (Glaser & Strauss 1998) the data into discrete categories according to their properties and dimensions then use description to elucidate these categories.

Developing theory is a complex activity (conceiving or intuiting ideas (concepts) but also formulating them into a logical, systematic and explanatory scheme).

As the objective of this research is to reveal a model of practice I will build theory through a systematic process of inductive reasoning.

The purpose of coding (Strauss & Corbin) is to open up the data and is the analytical process by which concepts are identified.

- Build rather than test theory
- Provide researchers with analytic tools for handling masses of raw data
- Help analysts to consider alternative meanings of phenomena
- Be systematic and creative simultaneously
- Identify, develop and relate the concepts that are the building blocks of theory.

Figure 3.3 Coding Purpose

The research recognises the importance of meaning making (Garfinkel 1967) and seeks to understand how the social inclusion practitioners attach meaning to 'commonsense knowledge' (Leiter 1980) in an attempt to better understand the unique way that this community establishes shared meaning. To this end I searched for a form of enquiry that produces descriptions and accounts to illustrate meaning and events (Denzin 1997)

In order to manage the coding process of the data I read through all of the transcriptions and jotted down ideas as they came to mind. I reflected on the underlying meaning and wrote these thoughts in the margin. As topics emerged I created headings and their abbreviated equivalent. I then clustered the topic headings into categories. Then I explored the interrelationships between the category clusters (this formed the basis of my theory). I placed the categories in an order and conceptualised them.

The next paragraph will explain the issues regarding potential informants and issues of ethics and consent.

There are three major types of coding. Open coding, which fractures the data to reveal whether patterns emerge. Axial coding which is the reassembling of data by making connections between categories in relational form, a higher level coding exercise which links categories by conceptual implications.

Whilst it is difficult to determine exactly the frequency of data collection, it is anticipated that the data collection timetable will be informed by the projects calendar of training, meeting, staff and client availability.

Data analysis will be continuous and inform future data collection frequency and method. For example, as a result of an interview, I may decide to carry out an observation to witness how the particular phenomenon referred to takes place in action.

The grounded theory framework assists in remaining objective and holding a healthy distance by clearly set out procedures and getting multiple viewpoints on the same question provided another way of checking that what seems to be emerging is seen by informants with differing professional identities inside and outside of the project. It also provides a clear way of developing sensitivity to the data so that insights into meaning and phenomena can be revealed.

The approach directs researcher to build rather than test theory and the processes of coding and relating categories assists in breaking through biases and assumptions as it seeks to unpack the complexities of social phenomena.

A further characteristic of the Grounded Theory approach is the evidence gathering in the reality of the subject's world while it occurs. This evidence collection directs evidence collection (informant, nature) through a process of creating data collection flows (sweeps) and stemming flows (analysis).

The research 'question' is a likely to be a statement that identifies the phenomenon to be studied. Also there is significant interplay between reading literature, fieldwork data collection and data analysis.

Unlike most other approaches the literature is chosen in tandem with doing analysis and technical literature continues to be read and used during all phases of research. (grounded theory studies, subject area literature, research, etc.) Non-technical literature cross-checked with interviews throughout the research period (diaries, documentation for primary background data to support interviews and field data, government publications). Informants direct research to literature. A case in point is the way in which the research was directed to find out about the concept of 'total football', which is an underpinning rationale that is characteristic of social inclusion practice and is explained in greater detail in chapter 6, which analyses the data.

Grounded Theory is referred to as the 'constant comparative' method because of the highly complex 'to-ing and 'fro-ing'. While carrying out data collection there is considerable interplay between coding structures, disciplines and structures and simultaneous cross-referencing with literature search.

I involved myself in the research as a key informant in formulating the theory as my personal application of Grounded Theory. Sequential ordering of storytelling holds key to ordering categories in a clear fashion to an audience (stakeholders, potential funders, service users, practitioners in the field, researchers, policy makers, government). The loose web of rehearsing the emerging picture weaves a delicate intricate web for identification of patterns that hold together in the space between existing surrounding structures. The spiders web a 'best fit' model that serves the required purpose. Each one different but each one a spiders web. So I recorded myself whilst explaining to other people my process of researching and the emerging issues and themes.

This approach has developed further existing skills held by me. A social sensitivity is vital as it enhances the research ability to capture catchy words and phrases used by informants ('in vivo' codes). It permits 'up close collection' but requires an analytical distance (frequent 'metaphorical stepping back' to see 'what have I got here, where do I go now'. Grounded Theory requires an openness and flexibility balanced with constant reminder of the requirement for validity, reliability and authenticity throughout the research process. In addition there must be room for creativity e.g. creating new order.

Grounded Theorist must also develop sensitivity to 'process' (phases – first this then that) and employ strong analytical techniques together with administrative discipline to develop mechanisms for documenting and charting progress and process. There is a constant juggling between definite order and indefinite and undefined creativity whilst staying close to primary essence of field of phenomena

Researchers that employ alternative research methodologies and research subjects do not always appreciate the apparent methodological challenges of grounded theory and so the I found I had to be prepared to take advice from them about doing research in 'their' way even though I would in fact be following the guidelines offered by the grounded theory system of analysis.

This approach however requires ongoing research design and theory making. I was keen to 'find out' but the process of study found myself regularly asked 'what is your research question?' So although I had a research area, I could not formulate a research question that would satisfy hypothesis testing in the way other approaches could.

3.2.2 Gathering Data

Following grounded theory framework and keeping the research aim in mind at all times ensured the systematic and rigorous handling of data.

Handel (1982) identifies two 'commitments' that ethnomethodologists make

1. Reflexivity

and

2. Indexicality.

The preliminary interview with management drew upon the technique of reflexivity to assist in the process of recollecting thoughts and it has been useful for me to reflect on the first level of interviews and analysis before indexing them for easy storage, referral and retrieval.

The project is perceived to be a social inclusion project based on it's funding bids and marketing materials. However, perception is a form of cognition linked to our experiences and so the perspectives were sought by revealing the experience of the service users as well as staff and partners. In order to accomplish this an overall strategy was developed which would identify the perspectives and experience of the service users, the process in operation and the outcomes. The world of the social inclusion practitioner is ever changing with new initiatives coming on stream daily and terminology and events may appear different depending on the inclusive education climate. Funding streams dictate the correct terminology for successful proposals and publications such as Aiming Higher and Every Child Matters (HMSO 2003) require constant updating of issues. Although language may have meanings outside of the inclusive education field, the critical thing for ethnographers is that the meanings given by informants must be accepted as true for the individual at that given time and place.

Interview Sweeps

The research aims to identify a model of practice that is transferable and to ensure that the data provides a robust model, different perspectives were sought to ascertain the inclusive education issues from different perspectives so that a holistic picture of the practice were gained both internal and external to the project. To this end, the research approached different profiles of professionals who interact with the project and ascertain their lived experience (Silverman 1994) of the work of the project.

I was keen to explore the practitioner's understanding of social inclusion practice and gain an insight into day-to-day social inclusion activity. This intent directed me to employ a naturalistic research approach using tools that allow data to be revealed, sourced and organised in a systematic way.

A total of 6 interview sweeps were carried out, during which all informants were invited to respond to the same question (see figure 4.1) to gain the different perspectives on the same enquiry recognising that language is loaded and the meanings which individuals

attribute to 'words' are a complex composite of public and private interpretations (Fairclough 2001).

Having recorded the perspectives of the actors involved, I will then take the next step based on the data acquired from the informants in this way I ensure that the model of socially inclusive practice is generated from those for whom social inclusion practice is a lived experience.

Before I decide on the method, I will now revisit the reason for the research and the nature of the data as informed by the previous chapter that will give me, according to Kvale (1996), content and purpose which must precede method (Kvale 1996).

The research agenda pointed to data collection methods that generate narrative that would convey the practitioner and user voice. So discussion and observation were considered more appropriate to reveal description not easily handled by statistical procedures. The traditional scientific research approach using statistical procedures is often used for large samples and dominated by measurement, variables and hypothesis testing. Statistics does not offer the in-depth relaying of unique participant perspective (Erickson 1986).

The procedure of accessing this type of data falls within a qualitative discipline with the researcher as the key research instrument having ongoing interplay with research question, first and second hand document data and informants.

In tackling a research project of this nature I had to determine how to investigate what is actually happening rather than what is reported to be happening. Traditional quantative and qualitative methods of research are a useful reference but specific research requirements must take account of the objective of the research and so I have explored contemporary thinking in the field of social science and considered the established approaches to research. Effort was made to avoid this knowledge hampering or dictating the data collection process.

Positivists consider traditional quantative forms of statistical research more scientific. However, the research seeks to uncover the real life views of the practitioners and service users and so depth rather than number is the driving rationale underpinning this exploration, as volume is not considered conducive to reaching the aims of this research.

The data collection and analysis methods of a quantative paradigm was not necessary and would only have been used to measure 'actual' outputs against 'projected' outputs (measurable in terms of qualifications) in addition to recording 'outcomes' (measurable in terms of quality of life descriptions) of users of the project so. These figures are already available through the project's quarterly monitoring system so I investigated the qualitative paradigms. The project aims to use this qualitative information to disseminate information about practice and inform about added value not able to be captured in the qualitative quarterly reports provided to funders.

Research methodology is not a perfect science but the research seeks, as much as is possible, to understand the nature of the practical, ethical and political issues that impact on a social inclusion project and its practices so that this research can inform policy makers, funders and practitioners.

The research is interested in uncovering themes, models and practices as well as the interviewees' experiences and personal views and so did not want to influence the interviewee with 'directive' or 'closed' questions. In the current body of educational research, the use of interviews to gain data is well established. 'Interviewing provides a way of generating empirical data about the social world by asking people to talk about their lives.' (Holstein and Gubruim, 1997).

The considered methods of data collection include interviews, field notes, questionnaires, observation, documentary and statistical data analysis, case studies, shadowing, analysing reappraisal documents.

The requirement to give voice and reveal lived experiences directs the research to a qualitative paradigm. Although qualitative research is more suited to the research

question I gave considered thought to the appropriateness of quantative research and decided that it would not be able to meet the objective of the research which is to investigate practice at a social inclusion project to ascertain whether a model of socially inclusive practice can be identified.

Having decided on qualitative research as a research paradigm and grounded theory as the chosen research procedure, I was left to work out a number of questions before embarking on substantive data collection.

This process also allowed the purpose of the study to become clearer as well as providing me with an idea of the nature and scope of the enquiry and potential data sources (including key informants).

So how does a researcher select a research procedure? It is probably worth noting that I am a social scientist who can be considered, as is described in Statistics For The Terrified, as 'math-anxious' or 'math-avoidant' (Moursund 1998), and as a consequence have a preference is for an approach that I feel more comfortable with but that also produces the necessary data. Nonetheless, I attempted to sensitize myself to new aspects of data and procedural norms of the traditional quantitative paradigm.

Using grounded theory allowed me the freedom to utilise the research procedures available whether they fall into quantative or qualitative paradigms, as long as the data continues to inform the research design and methodology.

As the research intention is to give 'voice' to the practitioner and grounded theory provides the structure for this process by offering a system of coding which stays true to the words of the practitioner. The analysis chapters contain extracts from interview transcripts to reduce loss of meaning through interpretations. Grounded theory provided to be the best fit method of identifying, securing and analysing research data in relation to the research investigation.

Faced with the challenge of uncovering knowledge and the vastness of the inclusive education area, it is important to identify what constitutes the scope of the field and the nature of the data.

The research has studied an intact cultural group in a natural setting during a prolonged period of time by collecting observational data and interviews being at all times responsible to the lived realities encountered in the field setting.

The practice of grounded theory is ethnographic and invokes a particular set of methodological and interpretive procedures which includes producing descriptions about the author and the interviewees through 'structured units of experience' (Denzin 1997) illustrated in narrative transcripts, field notes and reflexive logs.

Interrelationships that exist hold important data (Stake 1995) and it will be important to get some understanding of them as according to data derived from preliminary interview, interrelationships form a key part of how this community of practitioners function.

I am not interested in the relationship between two variables in quantative terms but only in qualitative terms. For example, if an interviewee stated that a particular intervention made a significant impact on their development, this would be of particular interest as it is relevant to the research question. The size of the research sample makes the numerical significance hard to establish and highly irrelevant as a representative contribution to social inclusion practice.

As mentioned the tools for research are interview, field notes, observation and document search. These tools allowed me to get an appreciation of the individual's personal interpretation of the project, it's impact on the service user, their role and any related issues.

The decision to use interviews as a data collection method was based on my wanting to create a vehicle for the interviewees to tell their story in their own words because this is the most straightforward method and natural way for them (Kvale, 1996). It is also

practical in terms of communicating in a way that facilitates the emergence of themes and issues.

Interviews remove the incidence of 'non return', which is an issue, faced by questionnaire surveys. The survey questionnaire return rate is notoriously problematic and disappointing. With interviews there is the option for the interviewee to request that their interview not be used following agreement to take part in the research.

There are limitations of using interviews and as I recognise that research methodology is not a perfect science (Silverman 2000), the limitations were considered and recognised as not being sufficient enough to reject this form of data collection.

These limitations include the subjectivity of the interviewee at interview and the researcher in analysis. Also the form in which the response is given is individual and therefore there is potential for challenges in analysis. I decided to consider the issue of subjectivity and form of response as a strength. Because if the respondent has the freedom to respond entirely in their own way and the themes still emerge from other respondents, I would be satisfied that these themes and issues are very pertinent. It is important to note that the research does not seek to uncover uniform responses, but seeks to uncover themes and issues relevant to this social inclusion project. Neither does this research aim to be reproducible, it aims to be reliable and valid and using semi structured interviews, the interviewees are not led or influenced but present their own version of response to the same fundamental question which is 'What does the project do and how? The research considers the personal views of the interviewees critical and semi-structured interviews facilitates the sharing of personal views.

Semi-structured Interviews as related to the research enquiry aim to identify emerging issues and uncover whether there is a social practice model in operation. The nature of semi-structured interview allows flexibility and enables the pursuance of issues that may not have been included in a set schedule of a structured interview or questionnaire.

When the interview rounds are complete there will be data from the different populations that are directly involved with SIP, namely service users, staff, and parents.

Data was gathered from current and past service users, staff, consultants, project partners (where appropriate). This will allowed a picture to be built based on the words of the people affected by or involved with SIP.

Data was collected in a number of ways including:

1. Interviews (transcribed)
2. Observations 'Observations work the researcher toward a better understanding of the case.' (Stake 1995, p. 60)
3. Generation of a research diary based on supervisions, research group meetings, seminars and modules
4. Review of project documentation (correspondence and funding proposals, government guidelines, minutes of meetings, marketing leaflets etc.)
5. Administrative documentation (diaries, assessment sheets)
6. Field notes taken during and following conversations, meetings and observations with informants
7. Reflexive Journal entries (throughout the research period and as a requirement of project training study module.
8. Project MA Training Study module
9. Project Mentoring Training

Figure 3.4 Data Collection Sites

Saturation

Staying in the field until no new evidence emerges which can inform or underpin the development of a theoretical point. (Goulding 2002). Finally, knowing when to withdraw from the data field is when the same issues and themes reoccur and no new knowledge is forthcoming.

Interview

It was considered important by the author that interviewees should be as comfortable as possible and so all interviews were conducted in the interviewees chosen environment, which was usually their work environment.

Consent given, appointments were arranged, follow up letters were posted and recording took place in private. Whilst the interviews were semi-structured, I maintained a subject focus and discussion was within a context constraint.

The semi-structured interview also enabled me to probe in areas for clarification or particular interest thus reducing the risk of misinterpretation. These aspects are seen as critical and can potentially be lost in other forms of data collection (e.g. questionnaire).

The interviewee was informed of the confidential nature of this research and that identifying descriptions are eliminated before publications. Having previously established a level of rapport with the staff, it was easier to make them comfortable in an interview situation.

All interviews were recorded on mini disk and copied to audiotape for security reasons. Interviewees were offered a copy of their interview on request. All informants were asked exactly the same question and probing unpacked further issues that were unclear.

Limitations of the semi-structured interview

Limitations of interview can also be seen as the strength, even something to celebrate (Silverman 1994), for instance the subjective nature of respondents information is viewed by Kvale (1996) as a strength because it 'captures the multitude of subjects' views of a theme which illustrates a sometimes controversial human world.' (Kvale 1996)

Another point worth noting in terms of limitations is the inability to guarantee exact uniformity of question or interview structure which will vary from respondent to respondent and the effect to which 'stimulus equivalence' (Oppenheim 1992) impacts on the respondent.

Authentic Representation of the Practitioner Voice

All respondents' interviews were transcribed and respondents were informed they could have an audio or written copy of their interview. Transcribed text does not take into account the social cues present, and that any interview or observation is only to be taken as a snapshot of events that happen in any observation (Denzin 1997). The semi structured interview provides opportunities to gain clarity and in so doing serves as a check on the data as it is being generated (Stake 1995). Secondly, the innate bias of a researcher can be overcome to some degree by concentrating on the facts or events in a descriptive manner. Also they were informed that they could withdraw their contribution at any stage of the research, interviews and field notes were open to those involved, this provided a vital check as to their accuracy. None of the informants withdrew their contribution to the research and periodically during the research feedback was provided to check faithfulness of emerging issues and subsequent model.

The strength of a semi-structured interview with relation to the aim of the methodology is the ability to explore the views of those interviewed and to allow themes to emerge. This is essential to the research.

3.2.3 Summary

In conclusion, this chapter investigated the methodological requirements of Grounded Theory in relation to the research area to examine its suitability as the best suited for the purpose required. It then went on to examine the strengths and limitations of this methodology and the guidelines for exiting from the field.

To conclude, this chapter set out the methodological approach used and the rationale behind the choice. It also identified the limitations of the approach and discussed the usefulness for purpose in relation to the research aim. It described how the research used Grounded theory which is located in the qualitative paradigm of research and facilitates the emergence of issues to inform theory. The choice of method was influenced by intention of the research to understand the 'insider' perspective of socially inclusive practice.

The next chapter will detail the process of data collection before proceeding to analyse the data in chapter five.

CHAPTER 4 – DATA COLLECTION

Watch and Listen For A change

4.1 Introductions

The aim of this study is to investigate practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school in order to ascertain whether a model of socially inclusive practice can be identified which is recognisable to the practitioners.

There is no government agreed model of inclusion despite the fact that inclusive practice features in DfES literature and other discourse as being recommended practice; there is little guidance about what it is, how it is done and how to identify it when one sees it.

In order to get closer to the data I decided to experience the lived realities of practitioners who work with young people and enter the world of the social inclusion practitioner as I consider it is important to listen and give voice to the practitioner and represent as close as is possible their authentic voice.

4.2 Main Research Enquiry

There exists no theorised model of based on empirical data. Despite this, there are a number of projects claiming to employ inclusive practices.

This investigation examines the work of practitioners who are operating in particular ways they consider to be inclusive - but why? What is it about their beliefs that drive the practice? What are the things they hold to be true which then allow them to behave in the way they behave? What are the motivators? What are the justifiers? Some of this has not been openly articulated, much appears purely intuitive.

The research investigation hinges on the following two questions:

1. **What does the project do?**
2. **What is your (respondent) role in (or relationship to) the project?**

Figure 4.1 Interview Question

The research aim is to discover from multiple perspectives what happens in the project and then theorise the underpinning rationale that informs essential components of the practice.

This chapter reports the results of an exploratory investigation of social inclusion practitioners. The catalyst for the study was the project's requirement for evaluation, further stimulated by my interest in identifying a practice that is inclusive.

My epistemological belief is that data that will answer the research enquiry exists 'submerged' in the everyday situated events of 'doing social inclusion practice'. To reach the data, I entered and shared the lived experience of the project practitioners, partners, implementing agents and service users.

Rather than hypothesise about practice the intention was to discover what practitioners do and what is the rationale underpinning their behaviour. I wanted to generate theory grounded in data through a process of systematically carried out inquiry because it is my opinion that theory derived from data is more likely to resemble the reality and gaining insight allows meanings used and understood in language to become apparent. Although I do not have a preconceived theory, I am interested in the area of socially inclusive practice. In order to reveal what actually happens the research has been influenced by the work of Silverman who speaks of the lived world of the actors. I not only interviewed for feelings and points of view, but I observed actual practice. Grounded Theory offers a way of studying the phenomena of social reality. The method of enquiry was inductive.

4.3 Data

Data consisted of 34 interviews, project documents, field notes, diaries and journals. I was an instrument in the data collection activity established (Rew, Bechtel et al Sapp, 1993) and this chapter will illustrate the interplay between the data and myself.

This chapter is organised in accordance with grounded theory approach and will detail the data collection process. Although this section focuses on data collection, a feature of grounded theory is that methodology (which is covered in detail in the previous chapter 3) and analysis (addressed in the following chapter 5) involves complex combinations of highly inter related activity. Consequently, there will be methodological and analytical illustrations referred to in this section.

4.4 Study Design

Speaking to the project management allowed me to see there were a number of possible respondents which I then categorised into interview sweeps in order to gain multiple perspectives on what the project and the practitioners operating there actually do. These categories were: project management: team members; other agencies who collaborate with the project and refer service users to the project (e.g. pupil referral unit, school, social services, youth offending team), who also deliver a service (education, corporate parent, juvenile justice guidance); advisors to the project; and service users.

Hereunder is a diagram illustrating the sequence of events prior to the main research data collection process.

Data Collection Flow Chart

Activity
Meet & interview Senior Project Mngr (SPM) → Informed of evaluation requirements

↓ *Primary research area and issues identified*
Consider methodological approach
Identify possible data sources

Document search — *Identify possible data sources*

↓

Suggested data collection approach
SPM unstructured interview
Request and secure university ethical consent →

↓

Produce and submit draft evaluation report

↓

Meeting with SPM, Asst. Project Mngr, Professor Evans (1st Supervisor) → *Feedback on report*

↓

Amend draft & submit final first report

↓

Interview with SPM → Informed of project developments & issues
Select methodology & method

↓

Attend meeting with SPM & LEA

↓

Code transcript → Themes begin to emerge
Identify possible categories

↓

Schedule & conduct interviews

4.5 Ethics

Initially I was approached to conduct an evaluation and at the same time the opportunity arose to carry out doctoral research. This is important to note because although I was granted access for the purpose of evaluation, ethically speaking it had to be made clear that data collected would also be used for research into inclusive education.

Before I entered the field, I submitted a research proposal to the Brunel Ethics Committee for approval (appendix A), which outlined the research, mentions issues such as confidentiality, vulnerable groups to be researched and my safety. In addition I provided a draft letter that I had constructed which would be provided to the potential informants regarding my research and the evaluation. It advised that ethical guidelines would be observed and all identifiers would be removed. The letter informed the reader that interviews would be recorded and provided the name and contact details of my supervisor and myself who informants can speak to in the event that they should have any questions. It also informed them that they have a right to a copy of their interview transcript and can withdraw from taking part in the research at any stage whatsoever and can have their contribution to the research withdrawn. No requests were made to see their transcripts or to withdraw.

On receipt of Ethics Committee approval, I contacted the project management who during a staff meeting announced that I would be carrying out research and attending the project in due course to introduce myself and answer any questions.

I attended a full staff meeting and introduced myself in the capacity of evaluator and also informed them that I would be using the period as an opportunity to carry out a doctoral research study. I invited members to ask questions and provided my contact details. I then wrote to all staff inviting them to take part and to confirm their willingness to take part in the research by signing a consent form for my records.

No discussion of reward and no request or suggestion of inducement to take part arose. It was indicated however, that it would be useful to see the outcome of the research. The 34 research interviews comprised 3 management interviews, 18 team member interviews, 5 partner interviews, 2 implementing agent interviews, 2 project consultants and 4 service user interviews.

I considered issues of safety in terms of a personal action plan regarding physical safety. If I were going to carry out interviews where would I meet the informant? How would I ensure I conducted appropriate risk assessment for the respondent and myself? How would I contact people willing to participate in my study? I had not determined whom I would interview so I had to work through how I would resolve the issue. I considered having a mobile phone partner. If interviewing took place in someone's home there would need to be arrangements made for checks and someone perhaps in a car outside. Basically, I needed to minimise risks of attack on myself or interviewee feeling threatened and consider issues of child protection in the case of vulnerable children. Due consideration was given in terms of a meeting place, one option was to conduct interviews in the home of young people living with parents or in respect of looked after children interviews would take place at agreed locations. Consent needed to be a consideration in the event of young people if under a certain age. I also was keen to observe any cultural sensitivities in approaching young people.

Ethics is not only an issue of confidentiality and safety but there are issues of exploitation. I think it is important to have a degree of sensitivity around the area of exclusions because for some of the marginalised communities they are over researched. The weight of responsibility is on me to remember the focus is the practitioner and not the excluded young person.

Consent was granted in accordance with the guidelines laid down by British Educational Research Association Ethical Guidelines (BERA, 1992), which stipulate that consent must be sought and that contributors must know of the length, scope, and purpose of research and that they retain the right to withdraw their contribution at any stage.

I have honoured my commitments about confidentiality and privacy and acted entirely in the spirit of the informed consent that I received.

4.6 Code of Conduct

To guide my interview practice I developed for myself a list of rules to ensure that as far as was practically possible, each interview respondent would feel relaxed and the interviews could be semi-structured. The list was:

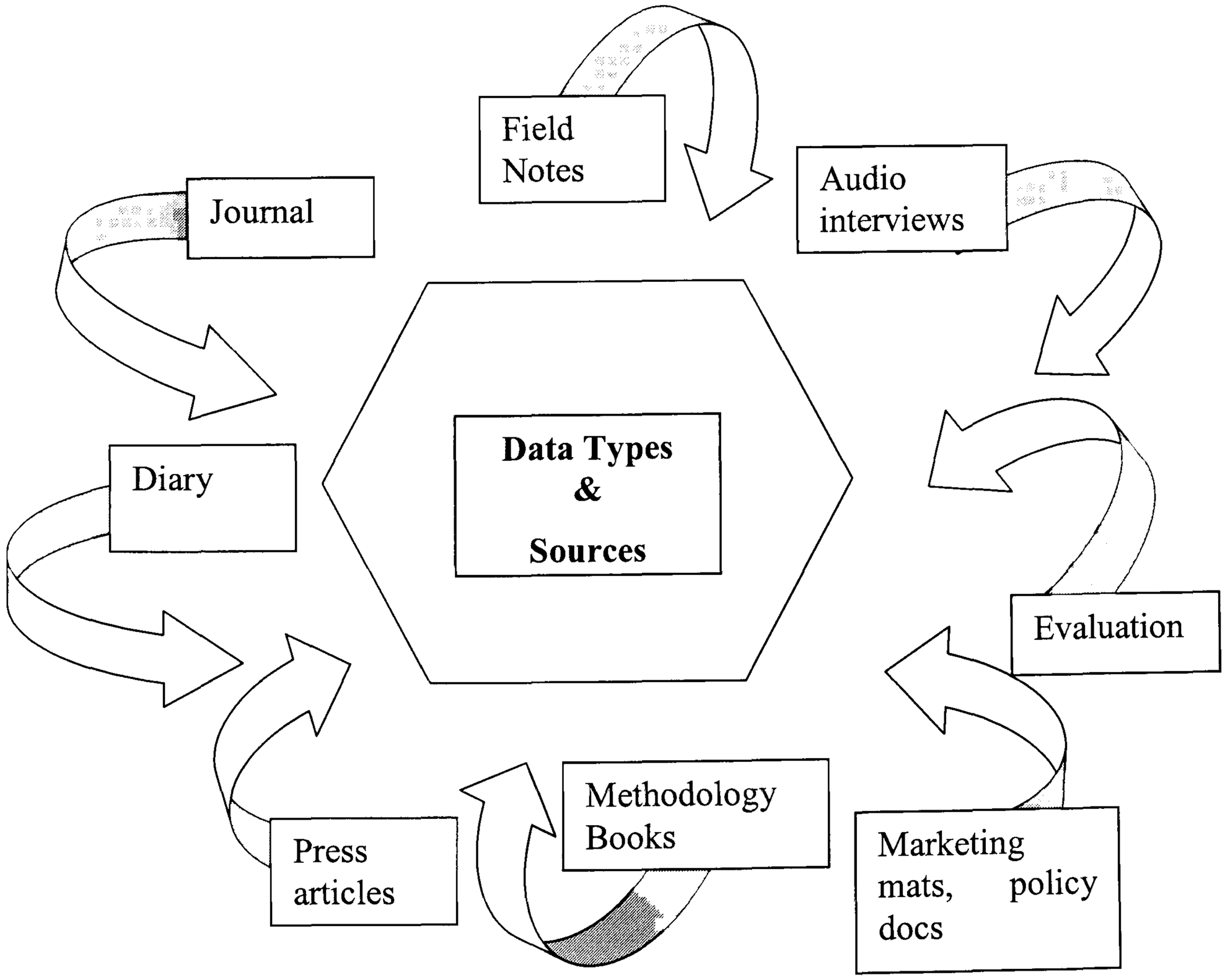
- Check comfort of interviewee
- Remain focused on the objective of the research
- Keep questions open
- Remain patient and interested
- Use gentle enquiring/probing only when necessary
- Do not interrupt interviewee
- Be sympathetic and friendly
- Create a relaxing environment by paying attention to seating, dress, and facial gestures
- No fast talk
- Be sensitive to signals of discomfort

Figure 4.2 Personal Interviewer Code of Conduct

4.7 Type of Data

The research was an ethnographic study using mainly interviews and observations. Field notes were generated and a reflexive journal with ongoing entries from continuous data analysis and supervision was maintained. I also kept a diary of interview schedules, meeting dates, research modules and seminars and audiocassette recordings of my discussions with fellow research colleagues. I was particularly keen to record my voice because as I became more and more submerged in the data and the insights increased, I would find that in my discussions and attempts to explain my research process and check understanding I became clearer about the revelations that were taking place.

Figure 4.3 Types of Data



4.8 Equipment

The first recorded interview took place in 2001 with the manager before interviews with other staff members. I used a minidisk to record interviews with the respondents because it was compact and unobtrusive as well as being digital and therefore allowing greater accuracy in retrieving and revisiting points of interest in interview.

Before every interview, I checked batteries and did a test recording to check the machine was working and after each interview I would play the end of the interview to ensure that it had recorded. Although the letter had set out the interviews would be recorded, I felt it was important to remind informants of their right to withdraw at any stage and prior to each interview I checked with the respondent that they were happy for the interview to be recorded and advised them that I would be taking notes as an aide memoiré. During interviews I used an analysis sheet I had developed (appendix E Coding Form) to register certain words that perhaps needed clarification or places where I felt gentle probing was appropriate to understand better the concept. The digital recording allowed me to locate the timeframe and track number in the analysis without too much difficulty.

The significance of having track number identifiers did not become apparent until I began collecting data. Interestingly, at the end of a number of interviews when the recording equipment had been turned off, informants would begin to informally provide more information in response to the question, almost as a type of exhaling exercise. This required my inviting them to resume a more open conversational type dialogue. I would say 'Do you mind if I turn the machine back on again' and the response was always that they didn't mind. With the machine recording again I would simply asked them to continue chatting about what they had began to chat about after the end of the last recorded point. The equipment would register the recording as a new track. These 'after interview' recordings appeared to provide a more relaxed response from the informants who appeared less apprehensive, almost as if this was now their interview with their agenda.

The interview disks were coded in terms of interview number and colour coded according to the interview sweep so that I could visibly distinguish between interview sweep data. Management sweep number 1 was red, team sweep number 2 was blue, partner sweep number 3 was green, implementing agent sweep number 4 was yellow, consultant advisor sweep number 5 was mauve and finally service user sweep number 6 was grey.

4.9 Data Format Conversion

After transcribing a few interviews, I realised that the number of transcripts would take too long for me to do them all personally and although it may be viewed as a costly exercise, it proved far more productive to be freed to collect and analyse data whilst having someone else whilst delegating the task of transcription. My supervisor introduced me to a professional who would be able to transcribe the interviews and satisfied the requirement of handling sensitive data in terms of confidentiality and keeping data safely locked and secure. Unfortunately, this person did not have a minidisk player and only worked with audiocassettes. I then had the task of converting the interviews from digital minidisk format to audiocassette. The media department in the university did not have the facility to convert within the required timeframe. I finally managed to purchase the equipment myself and set about the process of converting all of the data to audiocassette format.

Each audio type was placed in a sealed wallet identified by interview number and colour code along with a floppy disk. I delivered these personally and as the interviews were transcribed they were put onto floppy disk as well as produced in hard copy on A4 sheets and placed in the appropriate walled and resealed. I also collected these personally. I was then able to listen to interviews again and check for any misunderstandings in the transcription and insert line numbers to further locate sections of data should I need to revisit the context.

4.10 Open Coding

I carried out line-by-line microanalysis as I listened to interviews. Use of the coding sheet enabled me to record repeated issues such as mention of flexibility, relationships, conflict, funding etc. I began classifying the data with characteristics. This was done by coding/writing concepts down in margins of transcript as they emerged in line-by-line analysis. At the end of the first level analysis I was able to look through interview coding sheet and see the occurrence of certain issues. I began to see that certain things were being raised repeatedly by different interview respondents and to get an idea of which issues were critical from multiple perspectives.

I then revisited the colour coding to see if any issues were predominant according to interview sweeps. There did not appear to be any significance in terms of issue origination. All groups spoke of flexibility and response. A feature of grounded theory methodology is that analysis and collection happen simultaneously and this interconnectedness in process is what essentially guides further the data collection direction. It is the engagement in these three areas that also further directed the literature review.

4.11 Data Collection Period

The research period was September 2001 to May 2004 with interviews being conducted during the period November 2001 to December 2003. Shadowing and observations took place from November 2001 to April 2004.

In order to provide a fast track understanding of the aims of the project, the role of the project manager and the issues impacting on the project, I shadowed the project manager several times during the first year of the 3-year research, during training,

meetings and a 'normal' project day to stay in touch with the project overview (climate, issues of funding, strategy meeting).

Shadowing gave me an overview through team meetings as well as training and development meetings. I was fortunate enough to be carrying out research during a period of organisation self-examination. The organisation was exploring its legal status and developing marketing materials and so was discussing issues of sharing practice, developing mechanisms for monitoring and assessment of service users and other self examining matters to identify who they were as a group. Issues pertinent to them were raised such as how they managed interagency collaborative working etc. They were debating their own essence and searching for their own identity as a team and seeking an effective corporate identity. They were reviewing their practice in in-depth discussions taking place about the practice and how highly responsive it needed to be.

These sessions were recorded using audio equipment and I generated field notes.
In addition I sat in on strategic meetings reviewing how the education authority would use the service in the future and indeed whether an exit strategy should be considered if further funding was not secured.

These themes informed my further direction and whom I should interview in the next interview round.

4.12 Course Attendance

As I carried out interviews and observed meetings and other gatherings, it became evident that the practitioners seemed to be singing from the same sheet, but somehow I could not see the sheet. The one common denominator was the postgraduate course in Guidance and Counselling (Appendix F) that most of the practitioners had completed. There was something happening in the course that holds the key. I decided that if the answer was in the programme, I would embark on the programme. The data led me to see value in perhaps getting closer to the theory behind the approach to working with

excluded young people. I did a mentor training programme as a participant and attended a year long post graduate course in guidance and counselling so that I could really get to grips with the underpinning rationale that supports the approach rather than simply reading the course material or course outline (Appendix F). Doing the programme allowed me to get inside the thinking of the practitioner.

The programme develops the reflexive thinking ability of the participant through exercises, discussion, reading literature and writing a reflexive journal. Assignment writing of a journal is followed by an analysis of the journal so involves ongoing reflection and then analysis of what comes out of that process. Participants look at practice and thinking in an attempt to discover how they interpret theory. It is a process of almost infinite reflection.

The programme also looks at 4 major thrust approaches to working with young people:

1. Humanistic
2. Psychodynamic
3. Cognitive and Cognitive Behavioural
4. Multi Cultural Therapy (including Anti-discriminatory Practice)

In addition there is the opportunity to learn about the individual practitioner and group dynamics. Assessment is by way of assignments and attendance at experiential sessions and two residential weekends with clear criteria. I participated fully on the programme and submitted assignments for marking along with other participants on the course. This provided me with a gauge to guide whether I had understood the principles of the programme and indirectly the underpinning rationale of the practice. I wanted to be satisfied that I was able intellectually to respond and communicate to the level required by those who assess whether participants have fully grasped the theoretical and practical requirements in accordance with the required criteria.

4.13 Becoming An Insider

Initially I began by having my forthcoming research announced by the project manager. Then I attended a number of meetings and had informal visits to the project to get a feel of the culture and style of interaction that facilitates communication through unspoken understanding of aspects of the nature of the work such as dress code that only an insider would understand, without the sanitising that can occur through verbal communication.

As a result of shadowing the project manager I discovered that there were 27 practitioners on the team as well as the many mentors attached to the project, not forgetting the service users and their families. I decided that although it would be productive to shadow the practitioners because they could not tell me what they do, they just do it; it would be too ambitious to attempt it. I therefore decided to use interviewing as the main research instrument.

A memo to myself in April 2002 illustrates my thinking at the time: -

> Question is how are clients referred. What is therapeutic and multi-sensory? What are they talking about? What is it that they are doing? So interview has given me the basis upon which to proceed with any further investigation and the questions to ask and how to conduct the next stage of data collection. Who I should speak to and what angle I should come at?

> However, I do not see a description of what these other people do either so I have now not only to identify what the social inclusion project does but also what the implementing agents say they do and then I have to have a conversation with them to see if what they say they do they actually do do. I don't know if I want to go into that kind of depth or if I simply want to concentrate on the practitioner or if I should just take their word for it in terms of what the other organisations do.

When I began, I soon realised that I would have to reduce the size of the respondent group because the approach I wanted to use was extremely time consuming and far

more detailed than I had first imagined. SIP 27 people shadow them because some times they cannot tell me what they do they just do it.

Management had made it clear that access was agreed and that the environment and approach was open and transparent. Gaining permission and access to files, records, and meetings was critical. However, there were periods when this became challenging to realise. These were particularly noticeable during periods of stakeholder output submissions because in order to release funding from the funding agencies, the project had to submit quarterly statistical returns. Although I had been introduced and there was verbal agreement from the team, in order to gain full access I had to satisfy the needs of the gatekeepers to gain access to certain documents. This was critical to moving me beyond a familiar person to being in a position to access and analyse data. The balance had to be maintained between alienating myself and becoming almost apologetic.

Once I achieved insider status I was able to receive information electronically which enabled fast access and analysis and team members appeared keen to be included in the data collection process even going as far as to approach me and initiate discussion before asking when I was going to interview them.

4.14 Memo

Regular meetings team meetings fortnightly regular training and development sessions wherein there is an attempt at sharing of information about what is going to happen. Networking and moving around so much that time to sit down and write things down is simply not part of their agenda. In the reflexive journals I would document reflections and other personal commentary about direction of enquiry, nature of the data, various analytical comments and ethical conflicts linked to role confusion regarding me as a researcher with insider status, frame of mind (sometimes the research would be a very rewarding exercise and other times it was very wearing with danger of becoming swamped by the amount of data.)

In a reflexive journal entry April 2002 I write

> "I have become aware already that much of the policy, practice and procedure and mechanism, etc that people are following, lie in the head of one individual. So the project, it would appear, manifests through something in the head of one individuals vision. It is becoming apparent to this individual as well that he needs to see what it is I am writing so that he knows what it is he's doing. In effect, his own practices are being researched which will reveal to him what his practices really are not what he may think that they are. If tested, he might tell you what they are but there is no document anywhere, nothing is laid down. No one could come in and pick up what he's doing by looking at anything and understanding what he's doing. The natural conclusion is that if anything happens to him the project in essence is gone.
>
> So I think I need to have these open questions such as ' what is it that you do, what is your ethos?'

Field study notes were made to capture thoughts and issues to follow up and kept in a written research log generated during interview, observation, document search and taught modules, seminars and research support group meetings. All research activity has been guided by the research enquiry (Stake ,1995).

Memos were kept as notes to myself indicating: when things seemed to be becoming clearer; reminding me to cross reference at every level; asking myself questions about what seems to be happening. noticing what informants are raising as issues both inside and outside the project.

For instance, notes such as the one below documented when I felt I perhaps needed to get a better grasp of things like language and raised issues such as the preference for qualitative as a paradigm for this type of research.

> Challenging because of the language. Heard it in first round interviews and also more in second round interviews. They all seem to know. It is an accepted thing. Speak to researcher not each other. Resilience. What we are set up to do is this but we do this. Other people have expectations of what they do which is not in line with what they actually do. Good things happening and recorded in their memories. Funding bodies want quantative numbers. The real value is coming in qualitative. The project produces as a requirement of funding

quarterly statistics quantitative measure. No ongoing evaluation, no quality assurance mechanisms, organisational question marks that stakeholders do not ask questions. Lot of putting in bids, crisis uncertain environment. Wants some idea of long-term legacy, rippling effect of social inclusion practice of what it is. My strength is systematically recording and designing, digitally process.

I am interested in what it is they are doing and their reason for doing what it is they are doing whether there is a model operating and if everyone knows what the model is, how its filtering down to the service users and their families. Speak to project manager speaks vaguely; he draws and reflects a lot. So as he reflects I am able to draw out and say okay this is what he is doing,

Journal Entry

4.15 Axial Coding

Initially thirty-one issues emerged as distinct categories. I then examined them to determine whether they had a relationship with each other. Broad headings began to become clearer e.g. training, project evolvement appeared to be about developmental process, whereas inter agency and multi disciplinary teamwork seemed to implicate ways of working that appeared to be about linking.

I began reassembling data fractured in the open coding exercise in terms of themes and relating the categories into subcategories along the lines of their properties and dimensions to see how they crosscut and linked. In addition to the interviews supplementary data from project documents, field notes, memos and recordings helped place the data in context. Then I did a global sorting and ordering into a coherent assembly (Loftland & Loftland 1995), which formed the basis of the data findings.

4.16 Saturation

There came a point in the data collection where I kept hearing the same messages regarding flexible ways of working, self awareness, etc. It appeared to me that no new issues were being raised.

One informant had been appointed to the project only four days before being interviewed and another had been with the project for only a few weeks. I also had the opportunity to get an exit interview from an informant who had already given an earlier interview before they had received another employment opportunity elsewhere. Examining the data from the perspective of informants inside the project, users of the service, and those team members who were new, established and leaving, the issues remained the same and nothing new was emerging. At this point I decided there would be no value in simply doing more interviews.

In the final analysis the thirty-one issues developed through the axial coding were refined into eight key concepts and compared with the original data to check the relationship and relevance.

4.17 Credibility

Having removed all the identifiers and allocating pseudonyms I would periodically check my analysis with fellow researchers. In addition having identified a framework based on the data insights, I presented the emerging model to the practitioners and asked for their feedback. They commented that they found the model useful and recognised their practice in my diagrammatical representation. They endorsed the model apart from adding the request for changing words from for instance 'inter agency' to 'partnership' and clearing misconceptions such as the idea that practitioners only work during term times.

It appears robust and recognisable enough. They interrogated some of the issues to satisfy themselves that the component had the full interpretations considered and catered for.

I have found each of the 8 themes to be necessary and their subcomponents essential issues.

4.18 Resuming Outsider Status

Loftland & Loftland 1995) offer following guidelines to effect the movement from insider to outsider again. These are namely:

- Inform people plans ahead of time to avoid appearing to leave abruptly
- Explain why and where I am going
- Say goodbyes personally
- Promise to keep in touch
- Where appropriate, keep in touch

Figure 4.4 Insider/Outsider Status Guidelines

I returned to the project to present the model for confirmation, the reception was very warm. This was very encouraging, however, it was important to remember, my role is not as a team member, it is as a researcher and to resume outsider status I requested the opportunity to present findings and exit.

The process will be one of presenting the evaluation, the research findings and leaving.

5.3 Summary

This section detailed the process of data collection and how insights were gained as a result of the first interview sweep with management, which informed me to some extent of what some of the issues were from a management perspective. The research provided an avenue for allowing the voice of the actors in the world of a social inclusion project to be heard. I was able to gain insights from different perspectives. The next round of interviews were with the social inclusion practitioners team which

introduced further issues but confirmed some of the issues raised in the first interview round. Armed with an informed perspective of the issues, I then went on to interview others to get different perspectives on the question what does the project do and what relationship the respondent has to the project. The data was then interrogated using grounded theory as the guide to handling data.

I spent three years observing the project practitioners, writing field notes, talking to people and basically conducting research in naturalistic settings. I attended conferences and presented papers about the emergent model and took notes on the feedback. The data collection and analysis processes resulted in an enormous amount of data that formed the basis from which to build theory as detailed further in chapter 5.

The sequential process of looking at the data, analysing it and identifying key themes (thematic induction) took place at every stage of data collection. In this way I was becoming aware of repeated issues and theme implications.

Researching the lived world of social inclusion practitioners is highly complex and this chapter has illustrated how I managed to get purchase on that complexity. I have outlined the processes I witnessed as the team came to their decisions as they went through a period of self-examination. I observed, as an insider, how they work through their options and kept true records in addition to the interviews in the form of a research log.

The process was highly reflexive and I had constant discussions to remind myself of my researcher identity, which meant that although tempted on occasions I could not intervene. The research aim is to identify whether gathering data and examining it could identify a model. The amount of data generated was considerable but using grounded theory I was able to see how humans change themselves through experience, language, and culture using the set of procedures that allowed me the kind of purchase I was looking for.

The next chapter provides the findings from the analysis.

CHAPTER 5 – DATA ANALYSIS

Voices & Voids. Issues & Themes of Exclusion

5.4 Introduction

In my personal application of the methodology I recorded myself as a key informant in formulating the theory and insights into this process are detailed in chapter eight which is a record of my personal journey. Chapter 5 illustrates how I move from a distant position to the research field, identify the context and actors. It also informs about the ethical considerations and process of acquiring consent and how I move to close proximity and familiarisation.

The previous chapter details how I gained access to the project and the key informants and other data collection issues.

This chapter reveals the results of the thematic analysis of the data collected using Grounded Theory. It will detail how the issues were identified and subsequent themes emerged to inform practice at a social inclusion project designed to provide education otherwise for young people unplaced, excluded or at risk of exclusion.

The identifiers have been removed from all data and pseudonyms are used to name informants.

This section analyses the data using recipients' responses as a means of highlighting what a social inclusion project does from the practitioner's perspective.

5.5 Social Inclusion Project Background

Social enterprise is defined by the Department of Trade & Industry (dti) as "a business with primarily social objectives." The dti further explains, "the Government believes social enterprises have a distinct and valuable role to play in helping create a strong, sustainable and socially inclusive economy."

SIP seeks to build upon its own experience and expertise and combine it with that of its partners in order to complement rather than replace or compete with the work of mainstream service providers and other agencies. This is achieved as a result of the programme having been developed in conjunction with mainstream service providers, the community, parents and young people from the diverse cultural communities they serve.

Its conceptual origin is rooted in a community group called Culture & Expression started by staff of SIP. The group provided a space for young people with different cultural experiences to adapt to the new culture of England, which can be a harsh culture shock for many young people who may need support during the period of adjustment. Young people may have been subjected to bullying, war, trauma and other forms of oppression that has left them ill equipped to employ appropriate and consequently leads to undeveloped coping mechanisms and inappropriate psychological, emotional, behavioural responses.

5.5.2 Service Users

As indicated in chapter 2, service users are not a homogenous group although they are loosely categorised as unplaced, excluded, at risk of exclusion and dis-affected. Whilst

definitions are problematic because broad based definitions could apply to any young person and meaning of terms are not always agreed, to assist in the understanding of the ways in which young people come to the service, categories provide a useful method of determining the type of clients served by the project see following figure 5.1.

1. Refresh. Excluded students with heavy emotional needs, behavioural problems.
2. Unplaced Year 11's (otherwise referred to as 'out of school')
3. Excluded (young people permanently removed from the mainstream school register).
4. Transient (young people with temporary education provision needs)
5. Refugees. Asylum seekers and displaced young people with integration needs.
6. Looked After Children (children in social services care)

Figure 5.1 Service User Categories

Service users experiences are varied and SIP manage to operate in a way that respect and value the perspective and experiences of the service users. During this sensitive process it is difficult to distinguish the category of service user.

A number of the service users are young people from other countries with different cultural experiences and expectations and perhaps without prior formal education. When they arrive in the UK they are inserted into the education system according to their age e.g. Year 7, Year 8, Year 9 etc. SIP supports their coping ability, orientates their experience, provides a safe learning space, introduces them to other services, advocates (if necessary), attends meetings, deciphers the barrage of demands and complex social requirements. SIP also provide education programme for Year 11 students who cannot get into schools which are full to capacity and therefore unable or unwilling to take on additional students.

5.5.3 Service delivery components

The service is delivered through a series of pastoral links positive role models (mentoring) provision (academic/vocational), out of school learning, residentials, showcases, graduation

The service creates a dynamic and positive educational environment with access to pastoral and therapeutic support through Counsellors, Group & Family Workers, Tutors and other academic and vocational provision. The service works hard to interact in the social and cultural world of the service user by becoming pro actively involved.

The project provides a service directly to young people in the form of an integrated range of interventions, which include

- therapeutic group work discussion groups (talking therapy)
- individual work
- one to one counselling
- residentials
- work with families
- out of school learning opportunities
- mentoring
- work related learning activities
- arts in education events
- therapeutic disciplines linked to senses of identity, ability and responsibility.

Figure 5.2 Project Interventions

The project also provides a range of engaging curricular options. Part time and full time education packages include college courses that lead to qualifications in both academic and vocational areas including

- hairdressing
- mechanics
- music technology
- performing arts
- sound engineering
- life skills (life skills are integral part of the programme)
- I.T. (including web design)

Figure 5.3 Vocational Courses

Residentials (4 nights) are considered a critical element of the programme. The project target is to have 10 residentials a year. These facilitate the forming and cementing of positive and supportive peer relationships.

There are public performances every term referred to as 'showcases'. The 3 showcases a year (April, July, December) are designed to give service users a platform upon which to give a public demonstration of their creative ability.

Ultimately the programme is designed to facilitate learning and address issues of identity and overcoming varying levels of trauma that may be manifesting in behavioural, emotional or other learning challenges impacting on the young persons ability to engage in education.

The views of service users, staff, partners, implementing agents and consultants were obtained and crosschecked with observations and document searches revealed:

- What the project does?
- The nature of the service?
- Who uses the service?
- The roles of individuals in delivering the service?
- The mechanisms for delivering a therapeutic multi disciplined service?

Figure 5.4 Information Sought

Some broad responses were generated and reflect the perspectives of staff, partners, implementing agents, consultants and service users giving an indication of the differences in perception about service, and systems and other matters to ensure that perspectives and issues were cross checked.

From the issues emerge themes, which then inform a conceptual mapping of practice and the emergence of a model of inclusive practice.

Data analysis involved a process of listing excerpts from 34 respondent interviews, identifying the issues in the informants stories, identifying variations and patterns of alternative stories, grouping them into categories from which paradigms emerge. This formation of the paradigms are cross related and integrated to form theory in preparation for recontextualising so that the theory can be applied to other setting and populations (Goulding 2002).

Data was collected during 6 interview sweeps with management, staff, partners, implementing agents, consultants and service users (see appendix C), totalling 31 interviewee respondents.

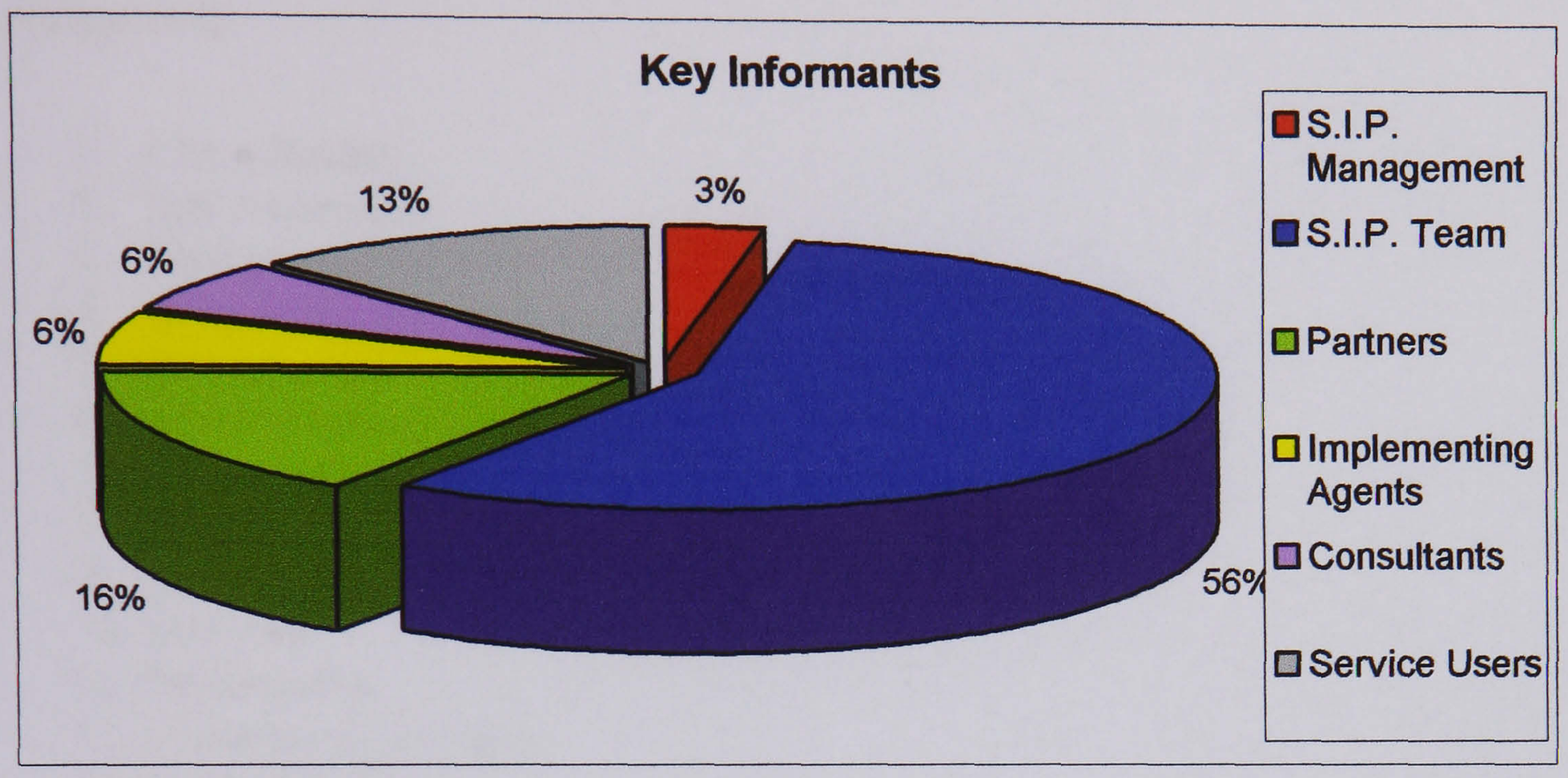


Figure 5.5 Key Informants

In addition to the 34 interview transcripts, issues and subsequent themes emerge from the data collected, field notes, document searches, observations and research journals.

The following analysis provides empirical evidence of a model of socially inclusive practice in education and draws upon the perspective given by practitioners and witnessed during observations.

5.6 Critical Components Summarised

Data collected during 6 interview sweeps with Management, Team Members, Partners, Implementing Agents, Consultants and Service Users, following this all the interviews were transcribed and the process of opening up the data was done by highlighting

excerpts which appears to answer questions of what happens in the project and the practitioner role.

Among the many issues raised by the voices of the practitioner are the following 32 components

1. Client Reality
2. Self Awareness
3. Professional Envy
4. Geographically based in community it serves
5. Rooted in needs of community it serves
6. Cultural Presence
7. Spiritual Belief
8. Engagement
9. Responsive
10. Resilient
11. Relationship
12. Visionary Leadership
13. Code of Ethics
14. Total Football
15. Funding Specialist
16. Quality Assurance
17. Evaluation
18. Accountability
19. Multi-disciplinary
20. Partnership Collaboartions
21. Teamwork
22. Evolves
23. Training
24. Secondments
25. Supervision
26. Ongoing Reflections
27. High Expectations
28. Interventions
29. Multi-sensory
30. Flexible
31. Part-funded posts
32. Professional Identifies

We can look at each of the 32 areas in some detail and how they relate to the concepts which eventually emerge. The research period does not permit deeper unpacking all of the 32 components, however to appreciate better the significance of the critical components, the next chapter will detail the eleven subcomponents which comprise the first three key concepts of the emergent model and how they feed into the themes.

5.6.2 Client Reality

The service users may inhabit a world of conflict and frequent crisis. Their reality may be of urban deprivation and limited life experiences.

> Interview 33:206
>
> "And after school sort of – there was a fight. A big fight – a lot of people – these two guys had tried to fight me and my friend. He hit my friend and then everyone sort of just joined in – that's fine – these two guys – they were like getting battered. Everyone was beating them up and after a while I was trying to stop it and no one was listening. The Police come and everything and then, my friend's cousin, who was like 18 at the time, he was sort of sitting on top of one of them and hitting them. And, I grabbed him and got him off him. And he was just like going mad and everyone was – there was loads there – about 20 people trying to beat them up and then I grabbed one of them and said, come on let's go. And he was like, no, no, I'm not going. Like he was bleeding and I said, come on just let's go and then, he hit me. He hit me, he didn't knock me out but I couldn't get back up. I was hurt like. And then, the next thing I knew like, was all the teachers and the Police like came, and everyone just ran and left me and I got into so much trouble like.
>
> So, it was all right. I didn't get into too much trouble. The Police just like said, gave me a caution because the guy said like, I was trying to get him out of the situation sort of thing."
>
> Service User

The exposure to drugs is ever constant.

> Interview 10:56
>
> "So, you know, I would speak to a student and I'd say, well okay, what is it you want to do as a career? Just a casual question that I asked. And, they would say, well my brother's a drug dealer. They get good money for doing that. I think I'll go down that route, you know. I said, mm.
>
> So, obviously, when I first started I was kind of shocked by some of these statements. So, you know, you talk to people, trying to figure out what the hell is going on. But then, when I started doing the course, some of the stuff I learnt in that course helped me to deal with the stuff that came out in the lesson from the young people."
>
> Team Member

5.6.3 Self Awareness

Social inclusion practitioners embark on a programme of self-development to aid their ability to facilitate learning for young people. They also work to help the young person become self aware so that they are in a position to make informed choices about behaviour, peer pressure and other issues affecting the lives of young people.

> 11:418
> "they learn a lot about themselves, you know. It's about, self-esteem stuff and about learning about yourself and learn who you are and let us learn as well, you know. Because, it is a learning establishment. It's a two-way learning establishment. You're not coming here to learn practical maths skills. And, we're here wanting to learn about you."
>
> (Team Member)

5.3.3 Professional Envy

The data indicated that professionals external to the project, who were engaging with the client group, were uninformed about the qualifications and experience of the social inclusion practitioners and came to unfavourable conclusions about the project practitioners.

> Interview 5:289
> "This is such a luxury for anybody. And, it - I have to say, it galls me that the Study Centre is paying for everybody to be here on a Wednesday.
>
> And, I won't say, messing about or playing, but teachers don't get this time. They don't have this luxury time. When I was teaching and having to write you know, maybe a letter home to a pupil, or 4 or 5 pupils, it would be done at 4.30 in the afternoon, you know. After everything else was done and the kids had gone.
>
> Whereas, people here are able to clock up admin hours on a Wednesday, or whenever they like, you know, as part of their job. So much that goes on, on these Wednesday's that is an add on, to any other teacher's life. But then, they're not all teachers and that's the other problem is trying to - I mean, I don't understand a Youth Worker's perspective. Or, a Counsellor's perspective, necessarily. I think, one of my jobs also is to get them to understand what a teacher's perspective is. And, what it is really like to be in a school, in a classroom."
>
> (Team Member)

5.3.4 Geographically based in community it serves

The project is situated in the locality not in town hall offices to provide easier and user-friendlier access.

5.3.5 Rooted in needs of community it serves

The service provided is geared toward the particular needs that emerge from the service user rather than simply directed to deliver a national curriculum or informed by a rigid national strategy of practice.

5.3.6 Cultural Presence

Cultural representation is evident throughout the fabric of the project. Visible in traditional dress of some practitioners and some client users.

5.3.7 Spiritual Belief

The practitioners acknowledges the belief systems of all people including people new to England and British culture, this is evident in subtle symbols of peoples spirituality evident in spoken and unspoken language and images which recognise different faiths.

> Interview 13:43
> "We're providing a framework for education for 1) the refresh students, who are all excluded students with quite heavy emotional needs, behavioural problems, family work. We concentrate on them and provide education as well as the support for that.
>
> And then, we've got the refugees/asylum seekers and those displaced and they get a similar service, concentrating more on the their needs of kind of integration. Helping them with housing, ID cards, all those kind of things are related. It's a bit of a challenge."
>
> (Team Member)

5.3.8 Engagement

The most critical objective of the SIP is engagement and this is one of the highest priorities. One informant describes how engagement might be established.

> 11:357
> "I'm Grant. You're - because, I know it's easy with someone I know, you know. I just give them my card at first. I say, give us a bell when you're ready. Or, I'll ring you next week. I mean, I'm never met kids who said, tell me to Fuck off. Yeah, yeah man, all right, you know.
>
> There's a kid I started working with two years ago, when I first started, about 18 months ago, Tom. Everyone really, well, from the schools, everyone. And, I wasn't in his face. Now he's on the refresh start. He's one of the best attenders they've had. Well, where's that come from? It's come from us. Just being there and knowing that - ..... I'll come back again. And, that's what I do. I go in the Chicken shop and I'll wave at someone. Or, you are - you know, just introduce myself. And, I've got a pack that I sell to everyone. So, I ..... every kid I meet. I'm not a Social Worker. I'm not a teacher. I'm not a Social Worker. I'm not a teacher. What I think I am, is a nosy bastard and I just want to know. You can tell me whatever you want. And, that's the first thing I always say to them. Because, the first thing they'll say to you, what, are you a teacher? I think you must be a Social Worker. No, I'm not one of them either. Or, a Truant Officer, they still know, you know. Kids use terminology of 10 years ago, Truant Officers, you know.
>
> You go round to the Police and pick us up when we bunk off. I say, no, I don't think so, you know. I explain to them. I try to explain what I do.
> SR And, you say what?
> I say, I'll try and help you. I'll try and support you to get you through to tomorrow. They say, what do you mean by that? I say, well do you know what you're doing tomorrow? A lot of them say, yeah, I'm going to the park. And I say, what can happen to you in the park? What will you be doing? What do you mean? Well, when you go to the park, what do you do, do you just sit there? Play football? Then they give you the bravado, you know, oh we smoke squiffs or whatever.
>
> For what reason? What do you mean, for what reason? Because, we do. Don't you ever smoke? No. So, I don't know why you do it. And then, I think I've got a skill in, you know, we generate conversation. I find I talk - I can talk to ..... falling asleep in the chair."
>
> (Team Member)

5.3.9 Responsive

Responsiveness is a characteristic of the socially inclusive behaviours employed by the practitioners at the project. This characteristic is part of the therapeutic approach that the project uses and is based upon the theory that each client has unique needs which require responding to. It is a very humanistic approach to a 'helping' service approach. Flexible enough to respond as needs arise and interact with users as individuals.

5.3.10 Resilient

Resilience is a recurring feature of the practice in the project.

> Interview 10:97
> "Now, one of the examples I could use is, a student said to me the other day, what happens if you're late to my class, you know. So, he is in a College environment and I said, well, I said, one I won't be happy that you're late. But, for one, you'll miss whatever is happening, for starters. It will go on your record that you're late, yeah? I'll have to phone the school to say, well, dah, dah was late, came half an hour late, or 15 minutes late.
>
> It then also, if you're continuously late you then start to set a trend that people associate you with lateness, yeah. Those are the sort of things that would happen. And then, I talked about the repercussions of later in life, if you go to College. ..... they say, you know what, don't come back. Or, if you've got a job, they may give you one chance, two chances, 10 chances but there may come a point when they say, you know what, don't come back, yeah. So, these are the sort of things that could happen if you're continually late.
>
> So, I tried to kind of explain it out. So, he said, okay. And then I said to him, okay, what happens at school if you're late. He said, "well if you're late at school, you get detention. That's it. No one really ..... Right, stay in after school for half an hour and that's it."
>
> So, I'm trying to do things slightly different and give them a different way of looking at things. All things which will benefit them in the future. "
>
> (Team Member)

5.3.11 Relationships

Trust and reliability is a strong theme. The success of the social inclusion practitioners approach to inclusive practice hinges quite significantly, although not entirely, on relationships. The flexible and responsive nature of therapeutic intervention must work through the complex nature of relationships. Work in more than one way how service provides work with each other as well.

> 27:176
> "A lot of people talk about communication being difficult. And for me, the most important things that have made this work are the communication and the relationships."
>
> (Team Member)

> 6:170
> "Because, a lot of the kids are kids who are not attending school. Who are being out of school etc., or being disruptive in school, are not engaged. So, the essence and I think the thing that - when I look at the staff here that I feel really comfortable with, is how well they - and how

quickly they can engage with young people. How quickly they can develop a trusting relationship."

(Team Member)

34:184
"This place is the best place, I reckon. Yeah. If you have problems, you can just sort it out here properly. And, they're all friendly people and you wouldn't have any problems with any of them."

(Team Member)

5.3.12 Visionary Leadership

The philosophy of the project management is that all young people deserve a chance and should not be written off and that professionals have a responsibility to attain appropriate engagement. There is an open and transparent approach to everything.

The government's consultation document Aiming High: Raising the Achievement of Minority Ethnic Pupils identifies one of the characteristics of a successful school as strong leadership.

The project leadership is strong and the practices are formed on a set of underpinning principles and ideology founded in 4 fundamental models of counselling.

1. Humanistic
2. Psychodynamic
3. Cognitive Behavioural
4. Multi-cultural

Figure 5.6 Fundamental Models of Counselling

The leadership enables and empowers the staff by being accessible and supportive. Regular development meeting and supervision takes place. Working practices are shared by shadowing and informal discussion.

> 11:469
> "I'm shattered some times, frustrated, I go home crying, I've done. I get up in the morning and I'm eager to come back. And, what it is, is because, on a personal level, I feel I've found something that I've been looking for. As a Youth Worker I've always wanted to help young people and support them and be there for them. This Project does it on a bigger scale. Because, I meet different kids every day of the week."
>
> (Team Member)

> 14:31
> "And yet, I've found a Project now that I think actually gets the balance right between you know, boundaries, statutory safeguards and a kind of open access."
>
> (Team Member)

5.3.13 Code of Ethics

There is an ethos and code of ethics, which include responsibility, respect and confidentiality based on strongly humanitarian themes e.g. human rights, equality, fairness, truth, justice, advocacy. The commitment to reaching out into the community demonstrated by actual outreach activities with working practices shared by shadowing and informal discussion.

5.3.14 Total Football

> Interview 13:260
> SR "Is there anything else that you think it would be useful for me to know?"
> CCS "Just think Total Football."
> SR "Total?"
> CCS "Total Football. We play every position."
>
> Staff Member

Total Football is an approach based on a concept, which is over and above notions of simply teamwork, is a concept which believes rigid boundaries of professional role

identities should not restrict service delivery to the client. Although based on a concept it is a very evident concept, which can be seen in action on a daily basis.

It is an organic approach to working with young people. The objective of Total Football is to score the goal. Social inclusion practitioners are encouraged to provide a seamless service so that if a client turns up at the project unexpectedly hoping to see their allocated group and family worker, the counsellor can be there for them in the absence of the person they had hoped to see. The SIP would attempt to get hold of the absent professional or deal with the needs of the client and fill the absent professional in on their return.

5.3.15 Funding Specialist

The nature of the project requires the capacity to unravel the maze of funders, funds, funding opportunities, language, project proposals, respond to government policy etc. Funding – affects staff recruitment and retention Funding

The constant scramble for funding is creating a climate of stress and insecurity. The efforts that go into funding applications is a serious drain on resources and long term planning. Funding rounds, government agenda, policy language is the focus of the funding specialist.

5.3.16 Quality Assurance

Regular meetings are held to examine the nature and quality of interventions. The systems administrator works with the team to provide forms and computer systems to record features and feedback of clients, partners, and team members. Service of a particular standard.

5.3.17 Evaluation

The funding requirement states an evaluation process must take place. Projects often carry out evaluations, which are relatively straightforward with statistical information. The project was keen to facilitate deeply revealing qualitative evaluation to identify strengths and areas for further development.

5.3.18 Accountability

The project is not governed by the same legislation as schools and pupil referral units. However, there is a requirement by the stakeholders for the project to be evaluated. In addition, local education authorities for retain the statutory obligation to ensure young people receive an education, are required to ensure that the project provides suitable education to young people placed with the project.

5.3.19 Multi-disciplinary

The team is made up of professionals from different disciplines in an attempt to work in a highly complex inter related way toward a climate of inclusion as they are able to draw on behaviour practices, principles and codes of ethics of the governing professions of their disciplines.

> Interview 14:71
> "Well, as in we've got therapists, youth workers but the good thing as well, which I think is really important you know, you can't just have youth workers, teachers, social workers, in a Project like this. You also need artists. You need musicians. You need cleaners that come in and have a laugh with us and the kids and you know, it has to be inclusive as well.
>
> So, you know, that's, that's really important. So, it's got all these people in these different roles that can respond in different ways to young people. With, possibly one of its weaknesses, not a great deal of structure around that. But, that's great because we can respond flexibly."
>
> Staff Member

The professionals come from the following professions

- Social work
- Psychotherapy
- Teachers
- Youth Workers
- Play Workers
- Police
- Creative Industry (music)
- Acting
- Career Service
- Mentors (learning and peer)

Figure 5.7 Professional Discipline

Having a team that has some knowledgeable insight about how other disciplines and organisations work is particularly significant when dealing with a population whose needs are often extremely complex.

5.3.20 Partnership Collaborations

Links within the team are very important and intimate and the team works hard to establish external inter-agency links. In this way it is believed that the partnership agencies can have the effect of making service users and their families feel safe, cared for and respected.

> 11:293
> "with one of the Senior Behaviour Team actually ..... we set out to go and reach all these kids, or try to. And, you know, touch wood, she was really good. She did all the, we now call ourselves, the good, bad and the ugly, you know. Because, she has her remit. I think she really cares for the kids she works with and between me and you and 25 million people, I think she's the only one in the Senior Behaviour Team that's got that ability."
>
> (Team Member)

5.3.21 Teamwork

The project has a strong team of multidisciplined professionals with good working inter agency links.

> Interview 13:200
> "...we never come in to see a situation or young person and think we have the answers. How we approach it is, always, let's find out together. We also think it's a long-term thing. It's not about, this kid's got a drug problem. It's not that - got a drug problem, got a family problem, you've got peer problem, they've probably got a learning difficulty ..... We never approach it as, this one's got this and concentrate on that. It's never - we don't feel that, we as human beings are that simplistic. We think things are inter-related. Our approach is always quite holistic. We try and investigate everything. And, everything is quite individual,..."
>
> (Team Member)

The way in which the team operates can make it difficult for outsiders to locate them in terms of accountability.

> 26:267
> "I'm saying there's a lot of - there's too much interlinking. Because, of what Cory does. What Bruce does. Who they represent. I don't know who they represent."
>
> (Implementing Agent)

5.3.22 Evolves

The project works hard to maintain responsive to the needs of the client group. It seeks to capacity build as it evolves to meet the service delivery needs of the client group as it changes. The project was originally formed in response to the increasing issues affecting young people excluded from school based mainstream education and provides education otherwise than at school so that young people can access education and training. The project also provides opportunities for young people to demonstrate their ability and growth through performance showcases, multimedia presentations audio/visual/ computer graphics/ websites and prestigious end of year graduation ceremony attended by local authority officers, press, dignitaries and parent/carers.

5.3.23 Training

The project provides opportunities for professional development by offering a number of training opportunities for staff as well as a postgraduate course in guidance and counselling and mentoring. It also seeks to engage in cross-organisational training with college staff and other organisations. The training includes anti discriminatory practice and disseminating of good practice to transform practices, which exclude. In effect they are involved in internal training of staff, providing training for other professionals and feeding into existing training by other organisations. In addition they continue to explore more ways to develop the practice of the professional.

> Interview 11:544
> "And, the training opportunities allow me to progress as a human being. Not as a professional, because you know, the training we do is about being human, I feel."
>
> Staff Member

5.3.24 Secondments

One of the project objectives is to share practice. This is done in a number of ways such as conferences and training. The project also operates a programme of secondments of professionals from other agencies and providing social inclusion team members to other organisations. In this way they demonstrate and disseminate practice in various settings.

5.3.25 Supervision

Intimately involved in the students intellectual development and family interaction and provided with opportunities for intellectual growth themselves. At every level there is guidance, supervision, reflection and action. Not simply for experience but for postgraduate qualification if required. This method of supervision is not to be confused with line management or appraisal it originates from the discipline of therapies such as psychotherapy and counselling. Trained professionals also provide clinical supervision.

5.3.26 Ongoing Reflection

The practice of reflection is highly regarded and recommended. Practitioners are encouraged to reflect on practice and consider ways in which it could be developed to ensure that the appropriate intervention is determined. This approach requires an appreciation of delayed gratification and the patience to invest in the service user and through reflection the practitioner considers whether they have done and could do more to ensure the service users needs are met.

5.3.27 High Expectations

Socially inclusive practitioners are encouraged to have high expectations of the young people they engage with offering encouragement and recognising achievement. This is another characteristic identifies in a successful school and presented in the government's consultation document Aiming High: Raising the Achievement of Minority Ethnic Pupils.

5.3.28 Interventions

There are a number of interventions (see figure 5.2) employed by the project, the selection and application of one is not to the exclusion of others. Indeed service users may have access to a variety of interventions dependent on their individual needs.

5.3.29 Multi-sensory

The SIP provides a service, which recognises the existence of sensory intelligences such as creativity, intuition, feelings and reflection. These are drawn upon to assist in securing engagement with young people, colleagues, families and other individuals involved in providing education to young people.

5.3.30 Flexible

In addition to the responsive nature of the service, the project seeks to be flexible. A number of different external agencies commented on the flexibility of the service. One feature of the flexibility is that the service availability is not restricted to classroom learning or within the strict school day hours of 8.45 and 3.30.

Interview 3:269
"I mean, it's more than clinical in a sense that we are much more flexible as to what the things we say. I mean, our boundaries are less rigid, I think, that we would go - I mean, I think there's a culture here that people go out of their ways to achieve something, literally.

I mean, if something needs to be done we will make sure that it's done, that's the sort of way we think you have to work".

(Staff Member)

Interview 13:160
"This is my main role, but you know, for want of a better way of explaining it, like I said everything that we have a thing about personal development. And, that means empowering levels, flexibility. We have our specialist areas but we ..... people to drift across. So, somebody will call me and say, I'm working with a primary student, I think you will have a good relationship with him. I want you to engage them. I will go and do a family visit with them, or do one to one with the child. Or, if I need to go on a residential you know - it's flexible enough that I can do other things."

Staff Member

5.3.31 Part-funded posts

The project employs another mechanism to encourage inclusion and the sharing of practice by providing a system of part funding of posts. In this way social inclusion practitioners can share the inclusive practice approach with more than one organisation.

5.3.32 Professional Identities

Practitioners recognise the conflict of role confusion in terms of how others and indeed they see themselves. The dilemma of maintaining a level of perceived identity in terms of their particular background discipline becomes apparent in the multiple identities that become visible when school based teachers interact with project based teachers. This dual identity allows access to the school world and service users appear able to relate to the practitioners regardless of which environment they meet them in.

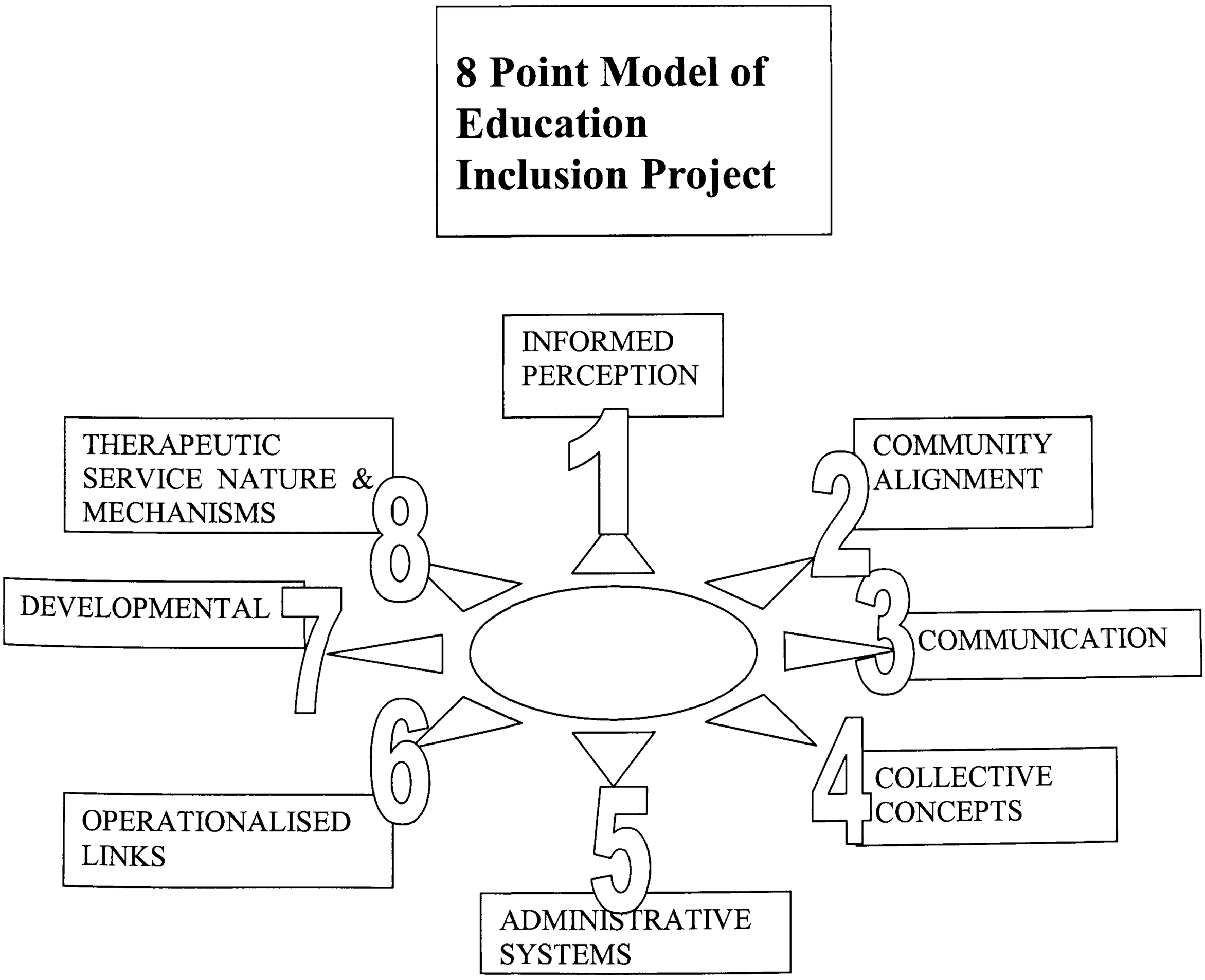
Closely linked to perceived identity is professionalism of practice and respect for professional identities of other professionals in terms of respect and the confidence to

conduct sensitive challenging of professionals who are perhaps not working in the interest of high expectations and client reality (see 1B).

5.4 Coding of Emerging Issues Into Themes

5.4.1 Indicators of SIP Agency' an Emerging Model

The above 32 theme components appear to fit into the following 8 key concepts, which appear critical concepts in delivering an inclusive practice. SIP project has an approach to working with young people that can be recognised in a number of ways. The following presents 8 key indicators of this emerging model of social inclusion practice (SIP). These key concepts are categorised as



Each of the above concepts has specific components related to the issues raised by the practitioners. These components are illustrated as follows:

1. Perception

a. Client Reality
b. Self Awareness
c. Professional Envy

2. Community Alignment

a. Geographically based in community it serves
b. Rooted in needs of community it serves
c. Cultural Presence
d. Spiritual Belief

3. Communication

a. Engagement
b. Responsive
c. Resilient
d. Relationships

4. Collective Concepts

a. Visionary Leadership
b. Code of Ethics
c. Total Football

5. Administration

a. Funding Specialists
b. Quality Assurance
c. Evaluation
d. Accountability

6. Operationalised Links

a. Multi-disciplinary
b. Partnership Collaborations
c. Teamwork

7. Developmental

a. Evolves
b. Training
c. Secondments
d. Supervision
e. Ongoing Reflection
f. High Expectations

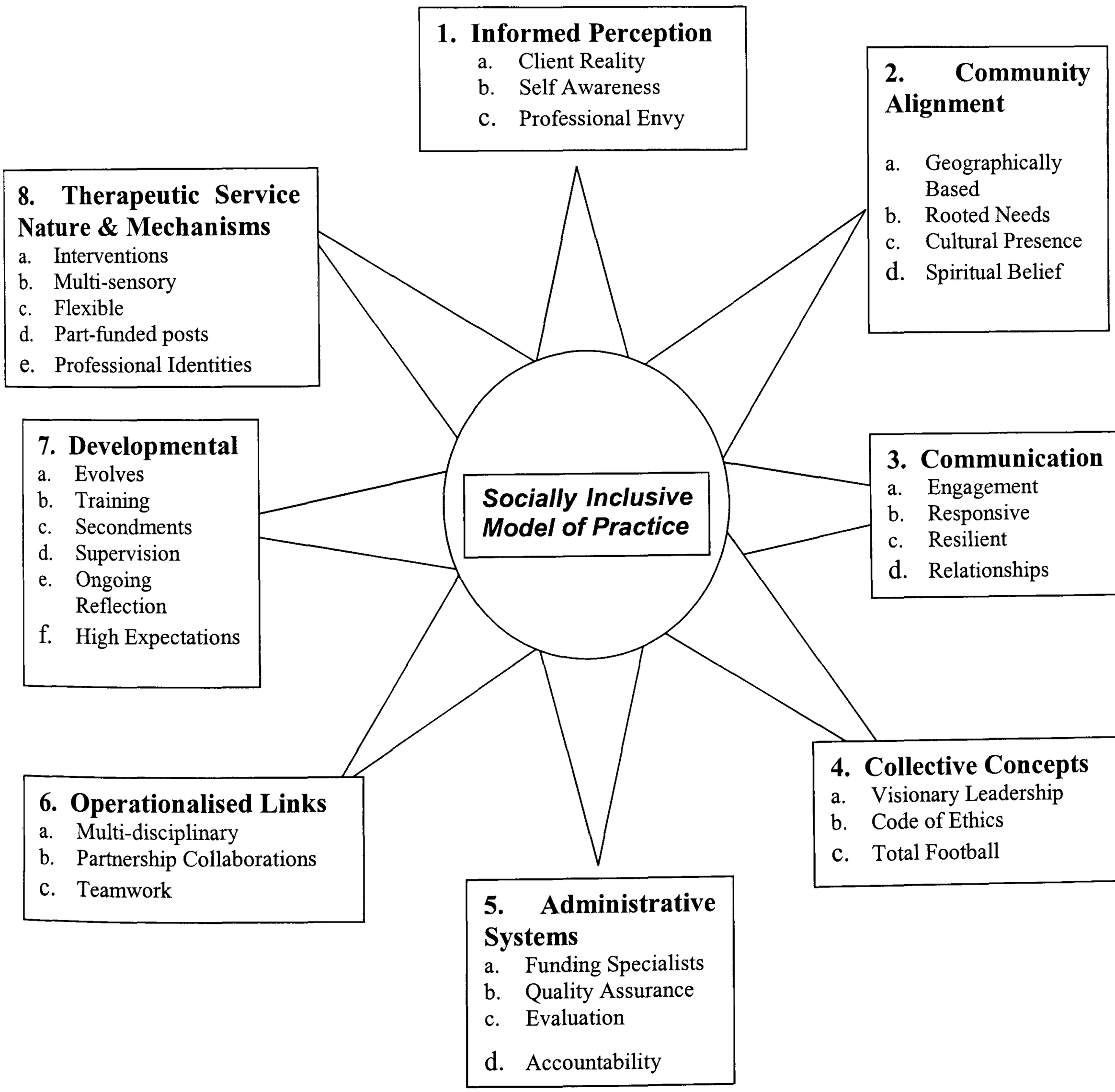
8. Service Delivery (Nature & Mechanisms)

a. Interventions
b. Multi-sensory
c. Flexible
d. Part-funded posts
e. Professional Identities

5.5 *Emergent Model of Inclusive Practice*

The following is a diagrammatic representation of an emergent model of socially inclusive practice as deduced from the practitioners voice with the 8 key concept areas. Issues revealed in the data constitute the 32 components, which have been grouped into themes. The model is not hierarchical, the numbers simply allow easier referencing.

Figure 5.8 Model of Socially Inclusive Practice



5.5.1 Early indicators of SIP Agency' an Emerging Model

A 'social inclusion project' or 'social inclusion practice' has agency. The agency is an approach to working with young people that can be recognised in a number of ways. Repeatedly a common set of values emerge in interviews.

- Recognising the reality of the client as distinct from the reality of the practitioner
- Responsiveness to needs
- Communication (verbal and non verbal)
- Collective Concepts and Vision of Total Football
- Working Links
- Development in objective
- Mutual respect
- Administration that understand nature of service

Figure 5.9. Repeated 'Value' Themes

The research indicates that the practice of the SIP is rooted in an ideology of which is introduced on the postgraduate counselling and guidance programme run by the project. This practice is guided by a nurtured philosophy of engagement with young people and the dissemination of social inclusion practice.

The way in which it is disseminated is through secondments, and using Learning mentors to support service users and teachers in a teaching situation.

The project uses a therapeutic multisensory discipline in an integrated and holistic interagency approach to working with young people categorised as disaffected or at risk of disaffection.

Regular residentials are an aspect of the service success because young people are encouraged to take responsibility for more than learning in a classroom. Social relationships are formed and appropriate issues are worked through.

SIP is responsive to the service user need, so overall generalisations are difficult to make consequently it is difficult to quantify or uniform outputs, however, interviews, observations and statistics indicate SIP has a positive impact on service users, staff, partners and implementing agents.

The empirical evidence generated during this investigation indicates that although the service is largely beneficial to service users and partners, it is also evident that when limited resources are directed to generating core funding this depletes already stretched resources and could have a negative impact on the projects ability to

- develop quality assurance and other monitoring systems
- maintain high staff morale
- do financial forecasting
- recruit

Figure 5.10 Approach Vulnerabilities

Students' views make an important contribution to the monitoring and evaluation of this project.

5.6 Project Aims

The project aims to be an educational response to excluded young people which has the ability to 'hear' and 'respond appropriately' to the complex reasons young people become excluded from mainstream education.

> "The project is about developing an ethos, a culture within a whole group of people who work with young people developing their level of skills."
>
> Team member

5.6.1 Aims & Objectives

The project measurable and time specific project aims include:

- raising achievement

this is borne out by the 'the inner city allocated area' experience of increased outputs and outcomes. Many young people with poor prospects have, with support, continued to attend school and then progressed to employment and to further and higher education.

- increasing participation

increase participation by working directly with young people and their families as well as mentors and staff in other agencies working with young people. The approach is designed to enhance the ability of families, staff and workers to respond to and work with the most disaffected young people who are traditionally excluded from education and learning. In this way young people are supported and encouraged to appreciate the role that learning has in relation to enhancing their identity and self-esteem as well as their social and economic inclusion. Specifically the support to staff takes the form of training, support and supervision in order to encourage the development of new

attitudes, beliefs and values so that their receptiveness and sensitivity to these difficult to reach young people is enhanced.

- raising the quality and effectiveness of education and training.

the project raises the quality and effectiveness of education and training by providing staff development support to enable providers to respond more effectively to the socially excluded, and facilitate their inclusion. Staff development takes the form of training, support and supervision in order to increase the levels of skills, knowledge and collaboration in this area. The 'the inner city allocated area' experience confirms the interest in, and support amongst, teachers, community workers, staff from voluntary and community groups and careers advisors for this specialized input. This project seeks extend this facility geographically across West London and professionally by working with other support services e.g. Youth Offender Teams, Leaving Care teams, and Refugee Advice and Support Groups.

5.6.2 Documented Time Specific Aims

To increase the number of teachers /lecturers/staff and parents qualified in counselling skills.

The project aimed to achieve 20 qualifications by July 2002 with the majority of trainees being unemployed professionals from a range of cultural backgrounds.

Increase the number of mentors from the local community by 20. The majority working with the educational and training services by March 2002

Establish a centre of excellence in youth counselling (the London Support Centre, 'the inner city allocated area') providing therapeutic support to 75 young people and their families per year. The centre will also provide a venue for training.

During a 3-month period (April, May and June 2002), the project serviced in the region of 400 pupils in a youth crime initiative.

To provide additional resources for the project and project partners to enhance their social inclusion services, mainly by purchasing IT and software equipment and support.

By March 2002 organised 3 residential experiences for 15 mentors and their mentees. (The following year the project aimed to run 10 residentials.)

5.6.3 Social Inclusion & Existing Provision – A case study

The project complements existing activity by providing and promoting increased capacity and responsiveness to the needs of the most disaffected in order to support them to return, remain and progress in education and learning. The project aims to enhance the skills of staff and adults working with young people, enabling them to achieve more positive outcomes and to promote and prioritise the needs of the targeted cohort.

The project also delivers a service directly to young people in the form of an integrated range of interventions which include therapeutic group and individual work, work with families, out of school learning opportunities, mentoring, work related learning activities and arts in education events central to theme of identity which has a close relationship with therapeutic disciplines.

5.7 Determinants of Intervention

If the identification, assessment and diagnosis are unsafe, how is intervention decided? Is it based on resources available or student need? The research proposes that provision is based on resources available as there can be no basis for establishing student need led intervention when students needs do not follow systems of identification, assessment and diagnosis which is student centred and does not discriminate or exclude.

5.8 Partnership Organisations

5.8.1 Intra & Inter Agency Approach

Data analysis reveals regular contact between operational team facilitated by scheduled time allocated to team building, information distribution, organisational development updates, client allocation and client progress tracking. This is possible as a result of sophisticated time tabling which provides 'reduced client contact' time for team members to update, review, correspond and communicate.

The team members also work hard to maintain close communication with partner agencies. A major concern for SIP is how to effectively attract the means with which to sustain the activities which core funding has provided to date. This is becoming increasingly difficult for the project to secure.

5.9 External Perceptions

During data collection, a number of interesting perspectives emerged about how the project is viewed by external agents.

Data suggests that some practitioners are vulnerable to feelings of inferiority are subject to indicates feelings of inferiority among team relative to how they are viewed by traditional teachers in mainstream schools and there is evidence of jealous suspicion and mystery from some implementing agents and partners about

- non contact administration time
- freedom to be creative and flexible
- cost of the service.

SIP is a specialised and effective project staffed by highly experienced, committed and qualified teachers, therapists, mentors there is an expressed view that the project is regarded as a Cinderella service by schools. Feelings of resentment were expressed by partners and implementing agents toward what they consider as the "luxury of scheduled administrative and staff development time" which is a critical 'reduced-contact time' 'agency indicator' not afforded to schoolteachers. Despite the potential for divisiveness between the project and partners, the majority recognised the need for distinctive provision for the target group and there is a high dependency on the part of the partners by the teaching staff for the unique service of the project.

Attendance at development and core team meetings indicate a high level of team participation in decision-making. There is clear evidence of an ethos of openness and transparency, sensitivity and confidentiality.

1.10 Key Strengths

The strengths of the project include:

- highly committed leadership
- strong commitment to engagement with service users
- situated in and respected by the communities they serve
- emphasis on mutual valuing of users and individual team members
- A philosophy of social inclusion which informs the practice
- Personal & Professional Development
- Secondments and Part funded Posts
- a willingness to work in and with team
- Ability to work in a structured way in an unstructured environment.
- Interlocking systems – implementing agents with their own ways of working and mutual respect

Figure 5.11 Strengths of Approach

The project employs a number of creative informal and formal empowering processes to engage young people and assist them reduce the effect of disaffection by embedding holistic support in an educational programme.

Outreach is an essential component and a considerable amount of time is spent developing relationships with family to effect under scope of change possibility. An ongoing challenge is that the project operates in a climate of great and constant culture of uncertainty as a result of the recurring financial insecurity associated with funding

bids. The lack of long term core funding presents major challenges in resource management and regularly shifts the focus of management from service delivery to funding applications.

The multi sensory and agency model appears to be a favourable model of social inclusion. It provides long-term benefits in the forms of upskilling, training, intervention and inclusion. Staff have gained higher degrees, service users have successfully achieved experience and qualifications that equip them to function in mainstream education and employment.

Training opportunities are considerable. These training opportunities are available for paid staff and volunteers.

Paid and unpaid mentors have access to training that enhances the personal growth of the volunteer and expands the capacity and reach of the project.

A challenge for the project is setting appropriate performance indicators for this type of work and clear definitive achievable and appropriate qualitative expectations for funders and other stakeholders.

The project is seeking to develop alternative funding sources that do not rely so heavily on the quarterly returns which currently maintains a regular and reliable injection of SRB funds. SIP very proactive in searching and securing it's own identity and survival.

Another key component of the approach is the training and development with a day assigned to issues of development record keeping.

A management policy of openness and transparency operates however it does not appear to always filter across to implementing agents and partners.

The project management explored this area as the success of this approach appears to depend very heavily on communication. All implementing agents and partners do not always feel as included as they would prefer. There is room for development; however,

there is strong evidence to suggest that the majority of implementing agents, partners, team members and service users are very satisfied with the SIP service quality, responsiveness, confidentiality, sensitivity and approach.

Collective/team action not sole endeavour. Effort collective but feeling of achievement personal.
Integrated approach with strong educational aims.
Create constructive alternatives. Professionals and practitioners work hard to seek out new activities and stay abreast of developments that can assist young people.
Approach is more than child centred they also advocate if necessary.

> "We are not simply child centred, we work on the side of the student"
>
> Team member

There is evidence to suggest that SIP intervention has a positive impact in terms of preventing exclusions.

5.11 Areas for Strengthening

Due to the fact that the project has no core funding the practitioners operate in a climate of great funding uncertainty, which could lead to areas of weakness.

- Health & Safety access/measures
- Core Funding and Financial controls
- Administrative system
- Location accessible and welcoming
- Images which encourage and stimulate not condone behaviours
- Academic vs Vocational Qualification
- Professional Identity

Figure 5.12 Areas of development

5.12 Service User Views

The feedback from service users was markedly positive and I noted how impressed service users were with the SIP service. Service users expressed joy as they recollected how the SIP team assisted them.

33:
Their just sort of…they..they are workers but it's not like they …they're they're friendly..they're nothing like teachers or anything….They're sort of down to earth sort of…….proper really down to earth.

Current Service User

Service users spoke of their situations prior to accessing the SIP service.

31:

"I was getting into fights.....now I graduated ahead of others. I think that it's important that this project carries on because I know there is a lot of kids out there who are just lost. They need some form of direction if they don't have that kind of direction they can go into the bad zone... whatever that may be on the streets."

Former service user

Service users were also keen to impress upon me how important they consider the service to be.

32:

"I was gonna write some letters but it's really hard to explain how it helps."

Former service user

The service users were keen to give concrete examples of how the assistance of SIP helped them.

34:

"They helped me get into college and helped me with problems at home as well."

Service user

Service users are equally valued and respected and express feelings of trust and safety in the project as they work through any practical obstacles to their education or work prospects.

The following indicates how some service users view the service; they appeared to be impressed with the way in which the practitioners interact with them.

Interview 33:129
"I realise like, they done it so that you had other people in your school that you could relate to. Like they knew .... Met..... got on with. So , when you're in school sort of – when I was at school, I only spoke to one person because I was never there. So, I only went there and saw him and spoke to him and when he was like ... left school, went to lessons and just .....stuff like. But then when I meet them they sort of – they used to come up to me and say, hi and stuff. You know, just for that year. It made me want to go to school more because I know more people, sort of."

Service User

Interview 31:232
"The Project puts you on to the point where you're thinking for yourself. You're responsible for your own actions, which is important for you know, teenagers or even kids, or sometimes even adults, you know."

Service User

Service users were also keen to impress upon me how important they consider the service to be.

Interview 32:466
"I was gonna write some letters but it's really hard to explain how it (the project) helps"

Service User

The service users were keen to give concrete examples of how the assistance of SIP helped them.

Interview 34:294
"I'm now in College. I've actually finished my national diploma in performing arts. I passed as well. I found out yesterday. I'm quite happy about that. And, I couldn't do that without them (the project) either. So I'm quite happy. And, I'm actually now taking an apprenticeship in business of arts administration. "

Service User

Interview 34:13
"They've helped me out in quite a lot of problems as well"

Service User

Achievement

Service users gain certified qualification awarded at a prestigious multi media graduation event where family, friends and other interested parties can witness them receiving acknowledgement for their efforts.

In July 2003 a graduation event took place at the Civic Offices and the Mayor presented awards.

The Impact on Service Users

The data was evaluated against published targets and by examining qualitative evaluation forms periodically submitted to the funding stakeholder.

Analysis of the data indicate that there are

- positive changes in pupils' attitudes to learning and working hard
- improved retention,
- various knock-on effects or 'chains of reaction' into general social and education processes e.g. relationships, behaviour, peer monitoring
- increases in the performance of service users

Impact on Education Experiences and Outcomes for Students

In assessing the evidence it should be remembered that the key informants were practitioners and the perspectives therefore are largely those of the practitioners, however service users were invited to contribute to the research and their view of the service is overwhelmingly similar. Their responses reflect on their total experience to date not purely for the research period of 2001 to 2004. Indeed one service user had used the service some 11 years prior to the research investigation.

5.13 Socially Inclusive Practice

SIP is a social inclusion project that aims to be responsive to the needs of individual students and trains practitioners in socially inclusive practices. It provides a multi-dimensional and multi disciplinary team intervention for the most marginalised and disaffected young people in a highly urban area in order to increase their educational attainment and employment prospects.

It works in partnership with other individual projects (implementing agents) and statutory agencies to offer a unique approach to dealing with social and education disaffection within the context of family and community.

The project benefits key stage 4 young people and young people and their families living in a highly socially disadvantaged area who are excluded, and 'at risk' of exclusion (including refugees, young offenders and care leavers).

Anti discriminatory practice operates at the core of the work that is undertaken by staff.

The project also offers professional development opportunities for training and postgraduate study in guidance and counselling to enhance their capacity and competence to support inclusion.

The target beneficiaries are refugees, young offenders, care leavers, excluded year 11 students and 19+ years olds referred through local networks. In addition the project also works with youth offenders teams, 'looked-after children teams, schoolteachers, careers advisers, parents, staff of community and voluntary groups.

The staff team consists of therapists, group and family workers, mentoring co-ordinators, out of school learning co-ordinators, support workers and administration officers.

The project complements rather than seeks to replace the work of mainstream service providers. This is achieved as a result of the programme having been developed in conjunction with mainstream service providers, the community, parents and young people. Through its investment in the motivation and enthusiasm of local people and support of local agencies the project aims to achieve sustainability and leave a legacy beyond the original SRB funding period.

Any evaluation worthy of a name must 'evaluate' (Rossi, Freeman and Lipsey (1999) – Evaluation A Systematic Approach.

The SIP team work inside and outside schools liaising very closely with family, corporate parents, teachers and study centres. They go into the community and engage with different cultural groups as well as statutory organisations/departments. They make family visits in an attempt to provide holistic support in the life of the young person.

Every member of the team is equally valued and there is a definite recognition of how each team member contributes to making the whole approach work. Almost every team member interviewed referred to the importance of every other team member's contribution. There was expressed acknowledgement that an individual aspect of the service alone would not be as effective and would increase the pressure of other dimensions of the service.

SIP team members provide educational options; conduct 'circle time' type activities and individual one to one sessions. They discuss issues to do with school education as well as other more sensitive issues tabled by the service users. They help clients experience trauma caused by real life events e.g. family break up, drugs, prison, and war situations. Parents who may be isolated or require support are able to request support from the school who will then approach SIP who work to support the young person and the family by establishing multi-agency links and offering a multi-sensory and flexible programme of activities which complements the service user educational efforts.

SIP leadership works hard to overcome misunderstandings by promoting an open and transparent policy and an 'easy access to management' ethos.

There are periodic service user re-integration meetings. In the event of service users reintegrating it is a gradual and supported re-integration because reintegration is considered to work with right steps, right people and right ongoing support.

Service users and partners emphasise the point that the ability of the team to respond quickly is an important contribution of its success and community integration. Meetings and open communication channels are critical as circumstances can change rapidly. A unique strength is the rapid response capability.

Good and effective current practice is underpinned by a proactive determination to engage with the service user when they are ready irrespective of how long it takes for the client to be ready and willing. This is facilitated through regular formal and informal contact by a team member co-ordinated by an assigned group and family worker.

When the young person is on the programme their attendance is monitored and 'early indication of absence' phone calls is a regularly used strategy to locate a young person and check whether they are okay. Service user progress tracking is carried out at regular meetings.

A positive sound and productive working relationship exists between SIP and social services, YOT, schools, local authority, study centre. There exist some communication issues that require attention however management is keen to tackle issues head on to minimize misunderstanding and unblock communication.

The research data indicates that the project makes a significant and substantial contribution to participation and achievement levels attained by the most disaffected and excluded in the urban area it services, in particular to minority groups in local communities. It also provides critical support to teachers and advisers and other adults working with this target group, enhancing their skills and their organisation's capacity to deliver over and above their current ability to deliver and ensure inclusion.

The project trains a variety of professional and volunteer social inclusion workers, from partner organisations in anti-discriminatory practice. The underpinning rationale is that this practice is critical given the client group and indeed the society they work in. The rationale being that the ability of social inclusion workers to become more sensitive to these issues is vital to the success of re-engaging disaffected young people.

A training course has been devised in conjunction with a local university and is due to be accredited as a Masters level module shortly. The postgraduate course is fully accredited, designed and delivered by the Senior Project Manager and differs critically from existing Brunel course because it incorporates anti-discriminatory practice and identity (self awareness) as a component. This is worth noting because it is another way in that the project contributes to disseminating socially inclusive practice knowledge and making a difference to inclusive practice in West London.

None of the individual or combined services offered in the project are designed to act as substitutes for those offered by established statutory and voluntary organisations. Instead the aim is to assess both local needs and provision and then respond in appropriate ways that are complementary to the services on offer.

5.14 Social Inclusion Project

A social inclusion project is distinct from a pupil referral unit (PRU), a BEST or Connexions and although the client group is similar and may overlap, the service provided is distinctly different.

It is already established that social exclusion indicates a circumstance where individuals or groups experience marginalisation and denial from participating in what the majority of society consider accessible in terms of aspirations and opportunities, which has implications for the status of the young person concerned, as well as for their self-image and perceived image.

This project uses therapeutic approaches to education intervention and the following data analysis will unveil the way in which this approach is practiced.

5.14.1 Context

The government has directed the setting up of multi-professional teams designed to support primary and secondary schools to develop 'whole school approaches' in the areas of promoting positive behaviour and emotional well-being. The many different types of organisations coming on stream regularly to address increasing disaffection affecting young people like the Connexions service which is another government funded service offering advice, guidance and careers information through teams of Personal Advisors who work with young people aged 13 to 19.

Fundamentally the objective of social inclusion practice is to engage disengaged young people in education or employment activity.

5.15 Project Structure & Agency Indicators

The project is not a voluntary project although it has the agency indicators of a voluntary project because it sits in the heart of the community it serves. Another agency indicator is that the project promotes concepts of potential rather than stigma of labels.

The project historically sits within a local authority umbrella. The project therefore has a voluntary sector flavour with business and community links with the organisation it sits within is much more akin to a statutory organisation.

At first look, there appear to be no hierarchical structures. Even with the insider status, it is unclear who does what, who is senior and who is more junior or new members of staff.

During the analytical sweeps, orders of hierarchy become evident although more subtle than in a school environment. During daily comings and goings occur relatively sophisticated highly interactive exchanges between the team in meeting rooms, corridors, residentials, email, telephone and there is healthy mutual respect for individuals as resources and pools of wisdom regardless of status of service provided or service user.

There is an established delegation of power and direction through a structure of senior management, core development team and the larger service delivery team.

Implementing agents' feedback regular information in accordance with the funding regulations on administrative forms. A number of young people who have used the project services explain how they have benefited from the implementing agent and

partners working with the project and how senior management are as accessible to service users as other team members.

5.15.1 Access To The Service

There are established procedures for accessing project services. These include:

- Referrals from partners (Statutory and voluntary services such as schools, ESW team, study centres, social services, youth offending team and youth projects)
- Self-referral. The majority of service users are referred by partners however, occasionally a young person may self refer if they can demonstrate to the project that they would benefit from the service. Whilst, this is rare, the team make this option available in a minority of cases.
- Work in schools (Creative Arts School, Play Clubs, Cultural Youth Project, New Beginning School, London High School, etc.)
- Outreach Work (school, college, community, home, etc)
- Information leaflets in schools colleges and clubs
- Inter-agency and Inter-professionally
- Referrals between implementing agents and partners
- There is an occasional non-routine admissions protocol, which is subject to individual situations.

Figure 5.13 Project Access Mechanisms

The service can be engaged prompted by a number of reasons, only one of which may be behavioural. However behaviour challenges appear to be the most exercised route for the referral and although the local authority has a Behaviour Management Team (BMT), the project service approach is distinct from the local authority BMT in that it is more responsive, flexible and holistic. BMT work with young people in school with

some limited dialogue with domestic issues, which may be where the major issues need to be addressed. The project offer parents support in terms of how to deal with any situations that may affect the ability of the young person to achieve academically or explaining the world of the young person to the family to bring about understanding, early intervention and supportive complementary approach to counteracting the challenges facing the young person.

Project service delivery can be maintained during the transition from primary school to high school. SIP services follow the young person who has to face the difficulties of change in life if the young person requires this ongoing support.

5.15.2 Tracking Service User Development

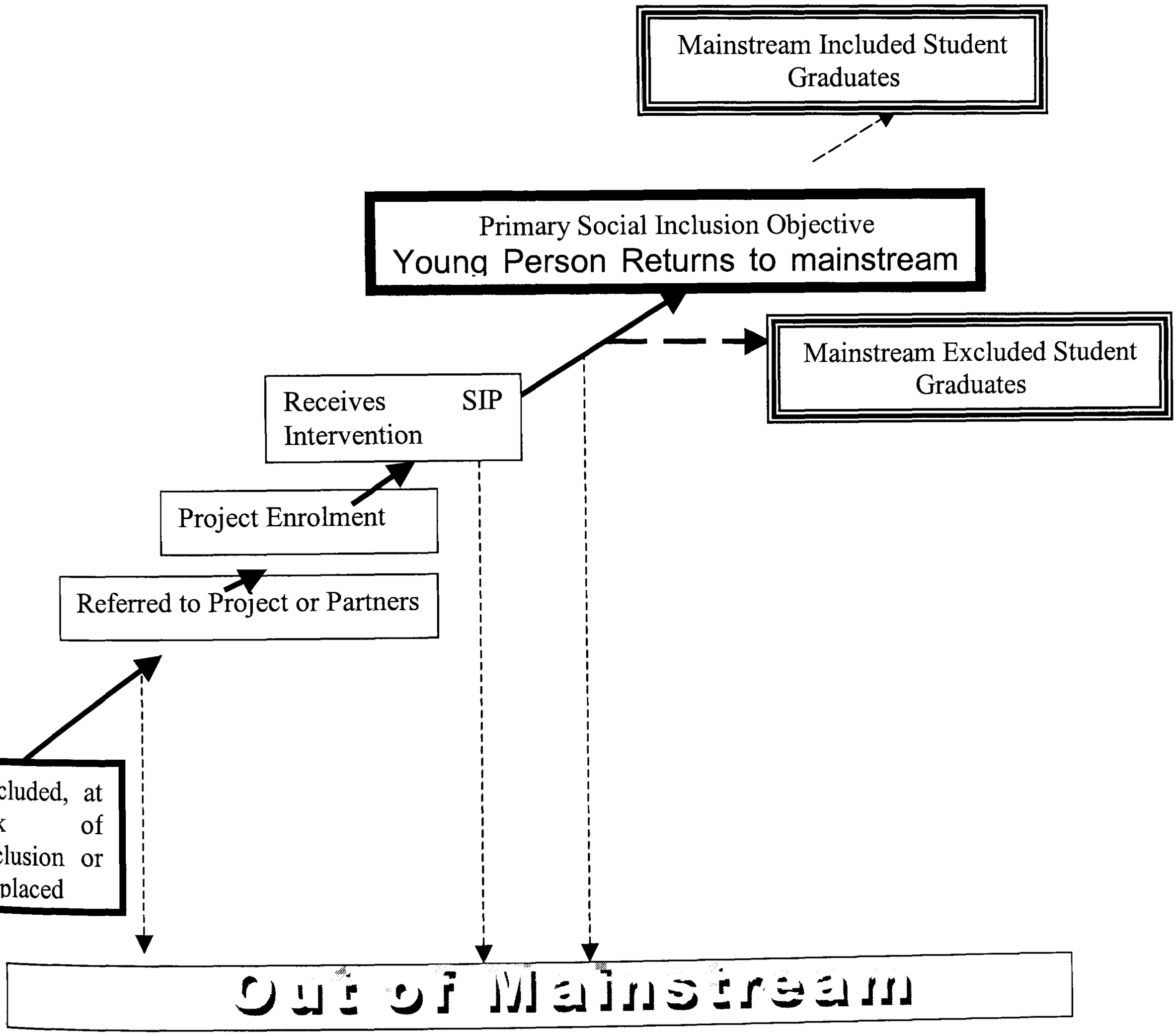
Monitoring and tracking of client progress is done through a number of checks such as attendance register, ongoing analysis of education achievement, meetings, operationalising links and regular interagency and family communication.

Medical or other issues that may be at the root of what is affecting behaviour or low educational attainment is monitored in schools at lunchtime, in classroom and in project sessions after school which informs choice of continued interventions. Young people are supported through academic, social, emotional and any other difficulties that may be presented so that concentration and willingness to do work without the distraction of worries interfering with academic achievement and progress. Feedback comes back to SIP and other partners through meetings and formal and informal interaction.

5.15.3 Service User Process

The primary objective of the project is to enhance the opportunities of target group and work toward inclusion into mainstream education or work opportunities.

Figure 5.14 Service User Journey



5.16 Project Current Status

During a period of research, the project was exploring its status in the light of changes in the local authority education priorities and the funding climate. The options open to it to secure continuance of the service and funding. To aid this process the project consulted a number of specialists. Options presented included the status of

- charity
- company limited by guarantee
- industrial provident society
- and
- social enterprise

Figure 5.15 Project Legal Status Options

In September 2003, the project assumed the legal identity of a social enterprise. It officially became an independent organisation with a social aim enabling it to sell its services with the objective of creating a level of income generating sustainability rather than grant dependency.

The project was advised by a community group specialist organisation with the project accountant present and able to respond in terms of finance implications. Detailed discussions explored issues about becoming an incorporated organisation, as currently the project is unincorporated. In effect the membership of the SIP Steering Committee is likely to be personally and individually liable for anything that the project does including the financial, health and safety, personal injury issues. So in the event of unfortunate developments such as redundancies, employment tribunal unfair dismissal,

Inland Revenue matter, individuals could be taken to court. This is a very high-risk situation as there is a growing number of staff and therefore should be given urgent attention.

Issues such as issue of 'transfer of undertakings' regarding the current unincorporated organisation will have implications when separating from the original organisation to move to a new entity to ensure staff do not have a worse employment situation than they currently have. Current and future legal status will have an impact on the separating of assets or monies held for the joint organisation that is now separating. The constitution needs to be examined prior to establishing any new legal status as social organisations assets may be locked to be transferred to another social organisation depending upon the SIP legal operating document (constitution).

The project was very diligent and responsible in the attitude to seeking out right information prior to making any decision.

SIP are revisiting their status so as to maintain not for profit status but still be flexible enough to transfer to any status developed by government they may choose to adopt. If the project locks itself into a charitable status it will not be able to transfer to a different legal status later.

If SIP decide to become a company limited by guarantee with 'not for profit' status they are advised that membership should be quite narrow in the transitional period. An organisation that has open community membership will struggle to make decisions in the early days so needs to have a manageable membership with the right kinds of skills to take the organisation forward. Acknowledgement of the need for community participation may be considered important but the level of power would need to be considered very carefully. Any constitution document the project adopts in the early stages should be a manageable flexible doc with the option to develop membership structures.

Funding and regeneration agencies, home office etc generally require quantifying of 'not for profit' status.

The selection of advisors to SIP is critical because an advisor from the world of charities may encourage SIP to follow charitable route and charitable support networks (council for voluntary service CVS's), whereas an enterprise advisor may encourage SIP to follow a business route which will cause difficulty in accessing grants and not for profit business support networks (enterprise agencies). Both business and charitable status bring limitations on the trading, your ability to develop a certain way also charitable registration brings restrictions.

SIP may choose to become an organisation that has a foot in both camps because each has advantages and disadvantages. The middle route is a choice of becoming an independent social enterprise or being absorbed fully by the local education authority.

Mainstream schools may have challenges meeting the varying needs of young people. For instance, refugee children with high mobility, overcrowded accommodations, etc., may require support with social issues before being able to attend mainstream school. In one London school as many as 42 different languages are spoken; and with this level of diverse languages one can assume that there are probably a number of cultural influences operating that could lead to misinterpretation without appropriate support.

5.17 Nature Of The SIP Service

The project has developed a collaborative interagency, therapeutic, multi disciplined and multi-sensory working model that includes a highly developed different way of working with young people excluded or at risk of exclusion from school.

Interagency involves working with external agencies such as social services, study centres, schools, colleges, Youth Offending Team (YOT), community and voluntary groups, etc. Collaborative means intimate active equally shared ways of working

Therapeutic employs the use of counselling and related approaches to enabling and empowering young people to make informed choices.

Multi-disciplined refers to the different disciplines the SIP team members are drawn from i.e. teachers, therapists, youth workers, further education tutors, creative arts technicians.

Multi sensory explores the use of internal informers like intuition, intra-personal reflective practice and feelings.

5.18 Timetable for Evaluation

The structure of the evaluation process was as follows:

Year One

Date	Activity
November 2001	Introduction & Orientation
December 2001	Conduct initial interview with Senior Project manager
January 2002	Investigate research methods
	Identify emerging themes to inform further data collection
	Design Research & Prepare instruments for data collection
September 2002	Produce and present first interim report to SIP

Year Two

Date	Activity
September 2002	Field data collection commences
August 2003	Present second interim report.

Year Three

Date	Activity
September 2003	Complete field data collection
October 2003	Investigate rationale-underpinning practice.
July 2004	Present final SIP report.

5.19 Service User Profiles

Service users are not a homogenous group although they are loosely categorised as permanently excluded, dis-affected or at risk of exclusion or dis-affection. Definitions are problematic, because difficulties exist around broad based definitions that could apply to any young person because meaning of terms not always agreed.

Service users experiences are varied and SIP manage to operate in a way that respect and value the perspective and experiences of the service users. During this sensitive process it is impossible to distinguish the category of service user.

A number of the service users are young people from other countries perhaps without prior formal education. When they arrive in the UK they are inserted into the British education system according to their age. The project provides an education programme for Year 11 refugee students who cannot get into schools. SIP supports their coping ability, orientates their experience, provides a safe learning space, introduces them to other services, advocates (if necessary), attends meetings, deciphers the barrage of demands and complex social requirements.

Increased parental awareness of the British education system requirements is necessary to new arrivals because in the UK it is the parents' prime responsibility to know about education where in other countries the responsibility may fall on the teachers.

5.20 Programme Content

SIP provide a service directly to young people in the form of an integrated range of interventions which include therapeutic group, individual work, etc. (see figure 5.2).

The project provides a range of engaging curricular options. Part time and full time education packages include college courses that lead to qualifications in both academic and vocational areas including hairdressing, mechanics, etc. (see figure 5.3).

5.20.1 Achievement

Service users gain certified qualification awarded at a prestigious multi media graduation event where family, friends and other interested parties can witness them receiving acknowledgement for their efforts.

In July 2003 a graduation event took place in the local authority Town Hall and the Mayor presented awards.

5.21 Service User Impact

Services users interviewed inform the research that there were several indicators of impact including

- Positive changes in their attitude to learning and working hard
- Improvement in attendance
- various knock-on effects or 'chains of reaction' into general social and education processes e.g. improved relationships, behaviour, peer bonding,
- increases in the performance of service users

Figure 5.17 Impact of Project

5.22 Social Inclusion Practice

The SIP team work inside and outside schools liaising very closely with family, corporate parents, teachers and study centres. They go into the community and engage with different cultural groups as well as statutory organisations/departments. They make family visits in an attempt to provide holistic support in the life of the young person.

Every member of the team is equally valued and there is a definite recognition of how each team member contributes to making the whole approach work. Almost every team member interviewed referred to the importance of every other team member's contribution. There was expressed acknowledgement that an individual aspect of the service alone would not be as effective and would increase the pressure of other dimensions of the service.

SIP team members provide educational options; conduct therapeutic groups type activities and individual one to one sessions. They discuss issues to do with school education as well as other more sensitive issues tabled by the service users. They help clients experience trauma caused by real life events e.g. family break up, drugs, prison, and war situations. Parents who may be isolated or require support are able to request support from the school who will then approach SIP who work to support the young person and the family by establishing multi-agency links and offering a multi-sensory and flexible programme of activities which complements the service user educational efforts.

SIP leadership works hard to overcome misunderstandings by promoting an open and transparent policy and an 'easy access to management' ethos.

There are periodic service user re-integration meetings. In the event of service users reintegrating it is a gradual and supported re-integration because reintegration is considered to work with right steps, right people and right ongoing support.

Service users and partners emphasise the point that the ability of the team to respond quickly is an important contribution of its success and community integration. Meetings and open communication channels are critical as circumstances can change rapidly. A unique strength is the rapid response capability.

Effective practice is underpinned by a proactive determination to engage with the service user when they are ready irrespective of how long it takes for the client to be ready and willing. This is facilitated through regular formal and informal contact by a team member co-ordinated by an assigned group and family worker.

When a young person is registered on the programme their attendance is monitored and 'early indication of absence' phone calls is a regularly used strategy to locate a young person and check whether they are okay. Service user progress tracking is carried out at regular meetings.

A positive sound and productive working relationship exists between SIP and many of the partners (e.g. social services, YOT, schools, local authority, study centres).

There is evidence that attention needs to be given to maintaining effective partnerships with all partners and implementing agents. Management appear keen to address issues head on that interfere with communication.

5.22.1 Access To The Service

The service can be engaged prompted by any number of reasons, only one of which may be behavioural. However behaviour challenges can be a trigger and although the local authority has Primary Management Behaviour Teams and Secondary Behaviour Management Teams, the SIP service approach is distinct from the service provided by these teams inasmuch as SIP is able to:

- offer more responsive and holistic ongoing support to parents at a therapeutic level
- act as advocates
- operate as a link with any agencies as necessary (e.g. social services, housing, etc)

SIP offer parents support in terms of how to deal with certain situations perhaps by explaining the world of the young person to the family to bring about understanding, early intervention and supportive complementary approaches to counteracting challenges facing a young person.

Service delivery can be maintained during the transition from primary school to high school.

5.22.2 Tracking Service User

Monitoring tracking of client progress is done through a number of checks such as:

- attendance register
- ongoing analysis of education achievement
- meetings, etc.

Feedback comes back to SIP and other partners through meetings and formal and informal interaction.

5.22.3 Intra & Inter Agency Collaboration

There is frequent team building, information distribution, organisational development updates, client allocation and client progress tracking. The team members work hard to maintain close communication with partner agencies.

5.22.4 External Perceptions

During data collection, a number of interesting perspectives emerged about how the project is viewed by external agents.

Data indicates feelings of inferiority among team relative to how they are viewed by traditional teachers in mainstream schools and there is evidence of suspicion and mystery from some implementing agents and partners about:

- non contact administration time
- freedom to be creative and flexible
- cost of the service.

Feelings of resentment were expressed by partners and implementing agents toward what they consider as the "luxury of scheduled administrative and staff development time".

Despite the potential for division between the project and partners, partners recognised the need for the service provided by SIP. In fact, evidence suggests high dependency on the services of the project.

5.22.5 Staff

The team consists of part time and full time, seconded posts and voluntary workers from a range of disciplines who work in the roles of therapists, group and family workers, learning and peer mentors and mentoring co-coordinator, out of school learning co-coordinators, support workers and administration officers. It is currently increasing and as at July 2003 the team number had increased to 26. Strong leadership sets the tone for staff motivation and focus.

Staff is recruited in response to advertised and non-advertised vacancies. The interview process may include interview by service users and the candidate is expected to

- demonstrate past experience working with young people,
- a willingness to embark on a development programme,
- the ability to work as a team member
- a disposition toward working in a structured way with challenging and socially excluded young people in an unstructured environment.

Staff have specialist areas but these are not rigid and boundaried. Team members are encouraged to move into appropriate supporting roles in the absence of a team member with the assigned area of responsibility.

This Integrated approach allows the project to respond in a culturally sensitive and appropriate way to a variety of minor and major social incidents including a number of deaths in tragic circumstances.

There is no formal time specified induction for new staff. New team members shadow established team members and are shadowed and supported by senior staff. SIP attend exclusion meetings; hold workshops educating schools about other cultural systems to assist teaching staff understand the background of the young people.

> Interview 25:151
> I have to stress that if we couldn't have the funding from the SIP, it was actually difficult for us to fund the Youth Club on Friday nights. And, you will see, if you see the attendance records of the Youth Club, there's ..... , 25 young African's per night in the Youth Club. And, that attendance at least shows how young African's need to have such services.
>
> Implementing Agent

5.22.6 Agencies

The project works with agencies also referred to as partners and include Youth Offending Team, social services, schools and partners who have regular dialogue with SIP team members. Contact is maintained via regular telephone contact, email, informal and formal meetings take place frequently to maintain communication and information sharing.

Developing a historical understanding of events averts potential crisis and different agencies bring their perspective in terms of consequence, options, and monitoring of events.

> Interview 19:202
> "They [SIP] talk to all different kinds of people and they link in with all different types of people…that's the brilliant thing about it….if you need help, they're never too busy to help you. If they can't help they point me in the right direction…..that's the crucial thing about it"
>
> Police Officer, Youth Offending Team

> Interview 29:27
> "They [SIP] work very well in conjunction with the teachers in the school. All the Heads value the services very highly indeed."
>
> Head teacher

5.22.7 Stakeholders

During the period of this research the core funding was through SRB. SRB funding is coming to an end and so the project is going through a challenging period of maintaining core services whilst seeking continued core funding. At the time of report writing the project were still proactive in looking for other sources of external funding.

5.22.8 Consultants

The complex nature of funding issues necessitates the services of funding specialists and so SIP utilize the services of funding and social enterprise specialists who understand the complexity of the funding requirements and organisational structures. They can guide organisations through the process (align core work with the strategy of the funding regimes by identifying where specifically projects need to be funded and supporting them in the process of submitting applications as well as sustaining meeting the requirements of the funders).

The project management received advice from a variety of specialist consultants and there exists a risk that the project will get advice that is not co-coordinated and so be in danger of too many advisors who give a little but no holistic identification on behalf of the organisation about where the gaps are.

5.23 Accountability

SIP are not legally subject to inspection by Ofsted or governed by DfES.

There are roles of responsibility within the project, however this exists within a flexible team approach that supports practice flexibility but reduces boundaries of accountability.

Mechanisms for monitoring are in place and further mechanisms are being developed (see Quality Assurance).

Assessment systems and record keeping processes and measures are being created, developed and implemented.

5.23.1 Service Delivery and Monitoring

Service level agreements are in operation and provide a flexible basis upon which to form agreed expectations.

At time of report a staff handbook and written code of practice was unavailable. Shared understanding is acquired through conversation and shadowing. There are no explicitly defined outlined responsibilities of staff to young people, colleagues, community or themselves. The practitioner service user ratio is unclear.

There are office resources in all rooms (computers, office equipment, printers, fax, multi media although access by all staff to their own working computer is the cause of much frustration.

5.23.2 Competence

The team is specially selected and engages in ongoing professional development. They engage in deep level investigation/enquiry into service user's education and related experience and perceptions representing/giving voice where appropriate to the client and family. Teachers' expectations and perceptions are an important element of the social inclusion practice equation.

Staff competence is regularly monitored through supervision. Staff have access to a Masters level professional development programme.

5.23.3 Quality Assurance

There is evidence that SIP is committed to delivering a good quality service to partners as well as clients and a quality assurance policy, plan and system that provides for service user, team member and stakeholder positive feedback, suggestions and complaints procedure is being explored.

Equal opportunity is intrinsic in every area of service delivery and evident in terms of recruitment, retention, referral, planning, interaction, images and language, access to premises, operating times, meeting places, valuing different cultural backgrounds and experiences, gender, ages and ability, forums for being heard and efforts are ongoing to remain sensitive and open to improving access to all, including service users, team members, implementing agents, partners and consultants. There are high levels of sensitivity in operation at all times.

During the period of this research the project were exploring quality assurance packages to assist in the development of a systematic mechanism of quality assurance procedures.

A systematic framework is required which generates evidence of practice and it's effectiveness that has provision for assessing and monitoring objectives, activities, outcomes and costs.

Policies are currently being developed which will inform practice, codes of conduct and health & safety requirements. This information will be distributed to all members of paid and unpaid staff. Information is collected to facilitate Police checks with the Criminal Bureau of Investigation.

A comprehensive business plan document addressing time-lined objectives, human resource and other resource implications, budgets, marketing, penalties and other strategic information, is currently being reviewed.

There are regular planning and update meetings scheduled and information is communicated in meetings, informal interaction and via an internal email system managed by the Systems Manager.

Record keeping and retrieval systems are accessible and clear. Minutes of meetings, correspondence, government and other statutory directives are filed. Bureaucracy is kept at a minimum level. The team is encouraged to keep the computerized diary informed of member movements and appointments as well as other service delivery information.

Finances have historically been managed by the partner organisation and in view of the changes in the relationship between the project and the partner organisation the finances are being restructured to facilitate clearer budgeting and greater public accountability.

Although at the time of writing this thesis a number of policies and systems were not in place, there was strong evidence to suggest measure were being put in place to address this.

5.24 Organisation Structure and Operations

There is a steering committee that meet periodically and an internal development team who meet more frequently. The membership of the development group is determined by staff with roles across the project (full time vocational education, therapists, arts & identity, etc) that have a conceptual grasp of the multidiscipline approach.

There is an established delegation of power and direction. Senior management, development team and the larger service delivery team.

Implementing agents' feedback regular information in accordance with the funding regulations. A number of young people who have used SIP services explain how they have benefited from the implementing agent and partners working with SIP. Senior management are as accessible to service users as other team members.

5.25 Summary

- Young people engage with the services voluntarily (on occasion, beyond official registration period.)

- Practitioners are interested in 'beyond the behaviour' of young people

- Young people and practitioners achieve qualifications

- Young people develop self-confidence

Staff develop professional competence

- Clients modify anti-social behaviour

- SIP operates an environment of mutual respect

- Clients develop awareness and acquire strategies for moderate learning, emotional and behavioural difficulties

CHAPTER 6 - DISCUSSION

Socially Inclusive Practice

6.1 Introduction

The reader is reminded that central to this research is the investigation into practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school. At the start of the research I had no pre-conceived views about the issues, skills or characteristics that can be attributed to the socially inclusive practitioner, simply a primary interest, which is personal and professional development of the practitioner. It has also been an ambition to work with educators and learners searching for solutions to exclusion and underachievement.

This research investigation used Grounded Theory to reveal practice at a social inclusion project designed to offer education provision for young people unplaced, excluded or at risk of exclusion from mainstream school. Social inclusion practitioners formed 59% of key informants and partners, agents and young people provide 41% of the data.

6.1.1 Key Findings

The previous chapter revealed a model of socially inclusive practice (see figure 5.8) and presented the data analysis, which revealed a number of issues, which formed 32 critical components. These critical components through a process of coding generated eight key concepts grouped as a result of thematic associations following regular reorientation

by the data to stay true to the direction of the research (Goulding 2002). These eight key concepts form the theoretical basis for a model of practice in education, which is socially inclusive.

These eight key concepts quite clearly demonstrate the significance of inter-related and co dependent dynamics of inclusive practice. The data suggests that whilst some level of inclusion could be argued, if any one of the eight key concepts were removed it would have a considerable affect on the holistic and comprehensive ability of the practitioner to deliver a service that was inclusive.

It is beyond the timescale and scope of this thesis to discuss all 32 components in greater detail than already illustrated, so in this chapter I discuss in some detail the eleven critical components which make up the first three key concepts in an attempt provide some further level of illustration of the critical components that make up the emergent model using quotes from interviews. It should be noted however that this emphasis on the first three concepts is purely as a consequence of the limitation of this thesis document. It is in no way significant in terms of importance.

6.2 Critical Components Detailed

1. Client Reality
2. Self Awareness
3. Professional Envy
4. Geographically Based
5. Rooted Needs
6. Cultural Presence
7. Spiritual Belief
8. Engagement
9. Responsive
10. Resilience
11. Relationships

Figure 6.1 Key Concept 1, 2 & 3 Critical Components

These 11 critical components form three of the 8 key concepts that underpin the model in particular.

1. Informed Perception
2. Community Alignment
3. Communication

Figure 6.2 Key Concepts 1, 2 & 3

The model which emerged in the previous chapter introduces some very important critical concepts and deals for the first time with some challenging issues in particular critical concept 1B Professional Envy.

The chapter will then goes on to use a case study explore the transferability of the emerged model as a framework that can be used by educators, parents, human resource (HR) professionals and others concerned with client services in the helping professions.

6.2.1 (1A) Client Reality

The data indicates that the social inclusion practitioner recognizes that regardless of how similar, the reality of the service user is an independent reality and differs from the reality of the practitioner.

The practitioner values the perspective of the service user and works hard to be non judgemental and accepting of the client's reality. They work hard to acknowledge that the life experience of the service user places them in the best position to explain their life circumstance. The practitioner considers the service user contribution to an inclusive solution is absolutely valid and the voice of the service user is valued by the practitioner. Practitioners engage in active listening techniques such as reflecting back at the service what they think they are hearing enabling the service user to confirm

shared understanding or reject misunderstandings. They also use other techniques such as mirroring appropriate body language and using metaphors introduced by the client to further understanding and develop dialogue.

Listening is an important sensory tool utilized by the practitioner as a way in to gaining an insight into the reality of the client. The practitioner listens and accepts what the service user offers about the world that they live in as an authentic way to become exposed to the perceptions and beliefs of the service user. This facilitating of the student voice allows the student interpretation of their learning environment (Ruddick, 2000) to act as a factor when calculating how to tackle excluding behaviour and raising achievement.

Young people who use the services of the project may have come from war torn countries or be experiencing some other form of induced trauma. They may have unresolved emotional needs stemming from bewilderment, dislocation or some other significant experience caused by relocation or cultural ignorance on the part of both the student and the teacher and school. They may have undiagnosed and therefore unmet learning needs which have resulted in their being unable to conform to teaching practices, which do not recognise individual learning needs. They may have other more needs, e.g.

Example

K is an unplaced year 11 whose parents do not speak English. The practitioner who picks up the case soon realises there is no food or heating in the K family home. It emerges that K has been bullied. The practitioner speaks to his colleague and together they co-ordinate the services of social services and YOT. Some cases are more complex and others less so, but each case requires immediate judgement and immediate action.

Or young people may simply fall into a category, which has excluding behaviour disproportionately applied.

In a climate of increasing violence, the practitioner recognises that urban life for young people is very different. Service users may inhabit a world of conflict and other issues where trauma, drugs, killings, oppression in school and the wider community, bullying and conflict are a feature of deprived urban areas. An example is illustrated in the following interview excerpt.

> Interview 33:206
> "And after school sort of - there was a fight. A big fight - a lot of people - these two guys had tried to fight me and my friend. He hit my friend and then everyone sort of just joined in - that's fine - these two guys - they were like getting battered. Everyone was beating them up and after a while I was trying to stop it and no one was listening. The Police come and everything and then, my friend's cousin, who was like 18 at the time, he was sort of sitting on top of one of them and hitting them. And, I grabbed him and got him off him. And he was just like going mad and everyone was - there was loads there - about 20 people trying to beat them up and then I grabbed one of them and said, come on let's go. And he was like, no, no, I'm not going. Like he was bleeding and I said, come on just let's go and then, he hit me. He hit me, he didn't knock me out but I couldn't get back up. I was hurt like. And then, the next thing I knew like, was all the teachers and the Police like came, and everyone just ran and left me and I got into so much trouble like.
>
> So, it was all right. I didn't get into too much trouble. The Police just like said, gave me a caution because the guy said like, I was trying to get him out of the situation sort of thing."
>
> Service User

Whatever the reason for the exclusion, the practitioner recognises this will have had an impact on the young person. The practitioner believes that unrecognised and unmet human needs may result in inappropriate human behaviour on both the part of the young person but also on the part of the teacher.

Less concerned with their own reality the SIP appreciates that the client's life circumstance may differ significantly from that of the SIP, and that issues, which affect the client, will not affect the practitioner in the same way. The intention is to appreciate the student's lived reality and practitioners try not to be shocked by statements students make.

Interview 10:56
"So, you know, I would speak to a student and I'd say, well okay, what is it you want to do as a career? Just a casual question that I asked. And, they would say, well my brother's a drug dealer. They get good money for doing that. I think I'll go down that route, you know. I said, mm.

So, obviously, when I first started I was kind of shocked by some of these statements. So, you know, you talk to people, trying to figure out what the hell is going on. But then, when I started doing the course, some of the stuff I learnt in that course helped me to deal with the stuff that came out in the lesson from the young people."

(Staff Member)

An approach that recognises the service user may know more about a particular issue than the practitioner provides for a teaching and learning partnership which develops the professional as well as the client. This approach is underpinned by the belief that whatever the circumstance, which places a young person at risk of exclusion, is worthy of exploration. The service user needs are kept uppermost whilst seeking a solution, in effect making the service client centred rather than organisation centred.

> 6:157
> "The biggest problem for me with the whole thing was that when schools decided on kids to do this, it was about the schools' needs quite often and not the young person's. The schools quite often felt that they weren't coping with the child, so could we put them on work experience. As opposed to the child feeling, I need work experience - so the levels of maturity etc.
>
> So, after trying that for a while, which we thought was a really good model to work on and realising that quite often that kids were very resentful about being there, rather than seeing the - I mean, one of the things about the Project is the young person must feel they want it."

The practitioner believes that it is often the needs of the school and in particular the teaching or non-teaching professional within school whose needs are being met.

The data revealed an interesting reference to the practitioners by the service users. They spoke of the practitioners in affectionate terms like "nice" and spoke of feeling relaxed and calm which implied that perhaps they did not feel this way in school.

Service users communicate a strong sense of social justice and a relay instances where they have been supported or felt supported by social inclusion practitioners. There was a definite distinction between what young people consider teachers do from this I infer that teachers teach in a way that can be differentiated by young people and practitioners educate.

32:51
"They just - such nice people as well, Geraldine and all of them. Like, they will help with you with anything and they're just the sort of people that you need to know that there's people like that in life.

Because, teachers are just strict and, not all of them, but that's just the way they portray themselves because they have to, it's their job. But, these are just really nice people, like. I think it's a really good idea."

Service User

All service users spoke about the practitioners as a different category of educator than teachers (meaning school based teaching professionals)

Interview 33:103
"Just like - they just sort of - they're like - they ..... workers but it's not like they are. They're like - they're friendly. They're nothing like teachers or anything. They're sort of down earth. Really down to earth. And they understand where you're coming from sort of."

Service User

Another characteristic of the socially inclusive practitioner is how they view service users and the environment. Data speaks of creating an environment that is 'welcoming' and more conducive to learning.

7:255
"one of the things that I notice a lot here is that people are - is that people - that the people who work in the office with us like, Tony and - and all of us really, but I have noticed it a lot with Iris and with Cory, people in the office in which I work is that they're always very pleased to see them.
SR Pleased to see them? Pleased to see who?
PA The students.
SR Sorry. You mean the staff are pleased to see the students?
PA Yeah. I do. And, I think that probably - I think that it's noticeable to me and I think it's quite an important thing. Because, it might not be what they get at school. Because, I think not because of schools or ..... but because they're not set up that way. You can't - you know, teachers can't be individually pleased to see every single student. Do you know what I mean? I mean, you can't get that kind of - maybe they don't have it at home. I don't know. "

(Team Member)

Social inclusion practitioners believe that behaviour is a symptom of unmet human need and that the cause of excluding practices by professionals may be revealed by accepting the reality of the client.

6.2.2 (1B) Self Awareness

To aid the ability of the practitioner to view the client reality as distinct from their own, the practitioners undertake a programme of self-development. The data indicates a willingness to raise awareness of and then disengage personal issues.

This critical component 1B forms the basis of enabling critical component 1A Client Reality to operate. They recognise that failure to set aside unresolved personal issues might get in the way of being an effective practitioner. This separating out of personal issues is fundamental to the approach to social inclusive practice and a major contributor to reducing the tendency to employ excluding behaviours. When a practitioner can recognise which of any arising issues stem from their own unresolved issues and which are those from a young person, they can more quickly and appropriately work to counteract barriers to inclusion.

As explained, the importance of being a self-aware practitioner forms the fundamental basis for effectiveness as a socially inclusive practitioner. For this to happen SIP's are prepared to engage lateral thinking, creativity, reflection and develop this, and a programme of self development and awareness within a postgraduate course of study to aid their ability to facilitate learning for young people. Practitioners extend this practice to assist young people themselves become self aware so that they are in a position to make informed choices about behaviour, peer pressure; this raised level of awareness includes an acknowledgement of the consequence of certain behaviours.

The raised awareness of both the practitioner and the client produces an environment where both the client and student can make informed choices about the roles and behaviours they will assume. It is an environment where both the practitioner and the student are recognised as being holders of knowledge and equally valuable contributors to the success of inclusion.

11:418
"they learn a lot about themselves, you know. It's about, self-esteem stuff and about learning about yourself and learn who you are and let us learn as well, you know. Because, it is a learning establishment. It's a two-way learning establishment. You're not coming here to learn practical maths skills. And, we're here wanting to learn about you."

(Team Member)

6.2.3 (1C) Professional Envy

The data revealed an unexpected dimension to the practice of social inclusion; this is a notion of envy.

There is evidence to suggest that professionals who are supposedly working toward the same goal of inclusion and raising attainment for young people unplaced, excluded or at risk of exclusion experience situations where they are viewed by colleagues in an unfavourable light.

This fascinating concept of Professional Envy is based on data which reveals more than a lack of respect, it suggests that one professional may view another with a level of disdain whilst at the same time implying that the other professional has access to resources and conditions which are lavish. The following illustrates the depth of feeling articulated by a teacher seconded to the project to gain insight to the socially inclusive practices of the project.

Interview 5:289
"This is such a luxury for anybody. And, it - I have to say, it galls me that the Study Centre is paying for everybody to be here on a Wednesday.
And, I won't say, messing about or playing, but teachers don't get this time. They don't have this luxury time. When I was teaching and having to write you know, maybe a letter home to a pupil, or 4 or 5 pupils, it would be done at 4.30 in the afternoon, you know. After everything else was done and the kids had gone.
Whereas, people here are able to clock up admin hours on a Wednesday, or whenever they like, you know, as part of their job. So much that goes on, on these Wednesday's that is an add on, to any other teacher's life. But then, they're not all teachers and that's the other problem is trying to - I mean, I don't understand a Youth Worker's perspective. Or, a Counsellor's perspective, necessarily. I think, one of my jobs also is to get them to understand what a teacher's perspective is. And, what it is really like to be in a school, in a classroom."

Staff Member

The above illustration conveys a mixed message. On the one hand it creates an irritation and resentment in the professional whilst at the same time recognising the value in having time to carry out some administrative tasks within the working day of the practitioner. There is some indication that having access to the perspective of a colleague from a different discipline is something that this teacher feels others do not have.

Research observations suggest that this feeling of disdain is relatively prevalent between professionals and can affect co-operation between professionals. The climate of joined up thinking and multi disciplinary teams increase the likelihood of professional envy. Whilst the notion of professional envy may be recognised as a practice, which can operate in any occupation, it is particularly significant here because this area of work requires professionals to be aware of the results of excluding behaviours. Recent publications that promote notions of inclusion, widening participation and aiming higher are all government led initiatives, which promote the ideology of collaborative working.

A question worth exploring therefore is one, which must ask, how inclusion can be offered to young people if it is difficult to achieve the agreement of professionals who are supposed to be working with same target population. In effect the practitioners begin themselves to encounter barriers to achieving success. These barriers can create stress in the practitioner who is not only working in a demanding and sensitive area, but they themselves become excluded or at risk of exclusion, in other words they too become marginalised.

In addition the professional standing of a social inclusion practitioner is regularly questioned by regular mainstream teachers and other professionals, this means the practitioners often find themselves having to explain the extent to which they are qualified and experienced. This potential for undermining practitioners is an area that is considered by practitioners to be aware of. In fact, the data suggests that these social inclusion practitioners are in some cases far more highly qualified and extensively experienced because they have embarked on specialist training at postgraduate level in

addition to having considerable practical experience inside and outside of school environments.

Envy is a verb, a describing word that according to the dictionary means to be jealous of. The characteristic of jealousy is one where the person who is considered to be envious or jealous has a desire to be like the one who is the subject of their envy. This is quite an appropriate description as the data suggests that some teachers are baffled by the successes of the social inclusion practitioners.

However the relationship goes beyond bafflement, there is far more contentious interaction between the SIP and a mainstream professional than could be expected in a relationship where one was purely envious of the abilities and successes of the other. There is a far more worrying element of contempt present in the interactions.

The data suggests that some mainstream professionals suspect that social inclusion practitioners are not qualified and if they are, that perhaps they were not good enough to remain in mainstream and so have been relegated to education otherwise than at school. Observation witnessed levels of haughtiness between school-based staff compared with a more modest mode of interaction employed by the SIP. Both professionals are considered to have the same objective, which is to facilitate the inclusion of young people into education, there did not appear to be any other differentiating dynamic other than qualifications. The research led me to examine the qualifications of the different teaching professionals working with this population of young people.

There appears to be an indication that perhaps a social inclusion practitioner's qualification is not as prestigious, important or as recognised as the qualified teacher status (QTS) qualification.

Examination of the requirements that lead to attainment of QTS indicates that to become QTS a first degree and the learning of theories of learning and classroom based teaching practice. They must satisfy government requirement to pass the National Skills Tests in literacy, numeracy and information and communication technology ICT to meet the needs of schools and reach professional standards. This can be done, as at

Brunel University through a programme of theoretical modules, and a professional tutor system with teachers in school acting as mentors during initial teacher training school based placements. On successful completion teacher trainees are recommended to the General Teaching Council for QTS.

Professionals with QTS receive pay on a scale that is higher than qualified and experienced teachers without QTS. Other professionals also have weighted pay scales; this difference in pay can result in degrees of Professional Envy.

Social inclusion practitioners need to demonstrate qualifications, which are not simply academic. They are also expected to exhibit personal qualities, higher level of commitment than solely curriculum delivery and a willingness to engage in ongoing professional and personal development.

The way in which some professionals were observed to engage with service users and others, for instance parents, carers and community representatives, displayed a less than healthy regard for the position of the person who represented the service user, even if the person was a qualified professional in their own right with specialist knowledge. The response from the teaching professional tended to lean toward attributing blame. Discussions about fault, responsibility and accountability developed rather than a focus on bringing the resources and experience of the professionals and other partner agencies to bear on including.

I propose that further research is required to examine the relationships between professionals and the impact on achieving inclusion to reduce the possible friction between staff that are not academically qualified but are effective practitioners. Unless this issue of Professional Envy is acknowledged and addressed certain members of the same team may feel less confident in their interaction with colleagues. The responsibility for reducing this counteractive trait is largely with the professionals who hold QTS and other more widely recognised and accepted qualifications which may give a certain level of status in the mainstream world but does not equip the professional to carry out the level and nature of work required to include. What it achieves is an arrogant locating of colleagues in ways which young people are able to sense.

There is also a responsibility of organisations and operating systems within the organisations to recognise the economic component that exists in unequal reward systems. QTS staff may become unhappy because social inclusion practitioners may have higher award scales applied. So in effect social inclusion practitioners go into mainstream schools and work with hard to reach or provide education otherwise for excluded students and the specialist work may or may not be reflected in a comparative pay scale.

These practices could be overlooked to a certain degree if it were not for the fact that some of these practices are taking place in the classroom where professionals exclude one another. Increasingly students, teachers and teaching assistants, mentors, speech and language therapists, occupational therapists, parents and other 'educational helpers' occupy classrooms. The practice of 'excluding' becomes prevalent not just among children who do this as part of their world (e.g. sending someone to 'Coventry'), but this practice is apparently prevalent among practitioners. Young people are sensitive to all types of behaviours and social interactions, which may not be easy to provide evidence of. A question arises therefore what might the impact be on the young people in terms of learning behaviour but also how effective a team operating in this way can be in terms of reaching agreed goals of raising achievement.

This is an important issue when examining socially inclusive practice because what takes place is a group of practitioners operating within their own concept of what socially inclusive practice is. With new partners coming on board regularly some attention needs to be given when inviting strangers into school. New practitioners are not given guidelines and do not know about normal practices. Need to make visiting practitioners/teachers aware of school rules. Some kind of mechanism in place so outsiders do not have to deal with unnecessary overt abuse from young people and covert abuse from 'colleagues' to the existence of professional envy and mechanisms put in place to reduce, if not eliminate excluding behaviours.

The data suggests that social inclusion practitioners are specialists but that the classroom teacher and parents are also specialists. The practitioner or parent who may

know the history of the child may also be the adult unable to intervene in events, which are contributing to the underachievement of the young person. Relationships may have broken down, professional practice repertoire may have been exhausted and so the situation may be out of control. A seamless transference and sharing of information and moral authority may be required in addition to an agreed code of conduct between practitioners.

A significant issue is the level at which the practitioner working with unreachable untouchables become themselves perceived untouchable. The data suggests this to be a form of professional envy and marginalisation.

The data indicated that other professionals external to the project, who were engaging with the client group, were uninformed about the qualifications and experience of the social inclusion practitioners and came to conclusions about the service, which were incorrect. There were a number of incidents when professionals outside of the project indicated that they were suspicious about the qualifications and intentions of the social inclusion practitioners.

An interesting attitude toward social inclusion practitioners was detected and articulated in various ways from mainstream teaching professionals. This was evidenced in behaviour toward them such as not notifying them of meetings, failing to circulate information to them about the same target population. On one occasion the project manager became aware of a meeting which involved other strategic partners involved in key decisions and joined up working targets purely by chance. There was almost a climate of possible sabotage from other professionals a form of professional envy.

As I moved around collecting data, it becomes apparent that there is a feeling that the field of social exclusion contaminates. It is accepted by social inclusion practitioners that they are sometimes seen as unworthy by mainstream professionals and I observed situations where mainstream professionals would engage in conversation which implied that not only were young people subject to marginalisation but also social inclusion practitioners were contaminated by this practice and became subject to exclusion.

Critical component 1C professional envy is one of the biggest opponents to being effective in the helping professions.

6.2.4 (2A) Geographical Location

A feature of this type of service is where it is located geographically. The population served by a project of this nature have become labelled to some extent. They have experienced rejection from mainstream and so some sensitivity about location is considered important.

The project is situated off the high street in an area designated as meeting the criteria for regeneration. Although the project has a close relationship with the local education authority, it is not located in the civic offices of the town hall buildings but instead situated in the community it serves like a school.

An organisation of this nature is non-threatening and accessible, as the clients are often reluctant to approach traditional mainstream institutions following their negative experiences.

To situate a service of this nature in the daunting offices of the borough council can dissuade potential clients from visiting the offices.

6.2.5 (2B) Rooted

The project aim is to provide education otherwise than at school for a population of unplaced and excluded young people vulnerable to excluding practices. The service interventions are designed to meet the particular needs that emerge from the client base. This ensures that the service is rooted in the needs of the service users rather than a one size fits all approach that is nationally directed.

Social inclusion practitioners are expected to have the capacity to work in a structured way in an unstructured environment to bring about order and structure. This requires a level of competence that can be guided by a strategy of practice that is informed but not rigid.

6.2.6 (2C) Cultural Presence

The service demonstrates a recognition and respect of different cultural norms that extends beyond the practice in mainstream schools, of 'cultural days', the celebration of 'cultural festivals' or Black history month.

Cultural representation is evident intrinsically throughout the project interactions. Diversity is evident in profile of service users, practitioners and wider community. Traditional garments are visible in the attire of both service users and practitioners.

Practitioners have a very visible community presence, which makes engaging young people less alien. Basic practices might ordinarily be overlooked include going into schools, youth centres, colleges and even local fast food establishments that young people often frequent. Although some practitioners used their vehicles to commute to work, there was regular effort to be a pedestrian in the community and buy from local shops.

Low-level marketing and a form of sensitising of the project were evident in having a presence at education service exhibitions and open days. Introductions to the service, called Taster Days, are held in the community so that young people from differing backgrounds and schools can meet the practitioners and find out about the service.

Interview 33:43

SR So, your head of year in London High, suggested you go to the taster day and you just went along?

M Yeah.

SR Why did you go along?

M Because, it was like - it was at like 12 o'clock in the day sort of, and they said we'd have lunch and everything. So, it was getting out of school. Get out of school.

SR Okay. Cool. And then what happened on the taster day?

M Bruce spoke to everyone and told us what it was about.

SR Was there a lot of people there?

M Yeah, there was quite a few. Yeah, from different schools. And then like, they put us into groups and sent us off like, with different people doing that. We had this Tony and he was doing the Music and we spoke to him about that. And then, we went to like, different rooms and stuff in a group, so we got to know other people and then we got to know a whole lot of teachers but they weren't at the same time like. And it was good, like. And everyone was like, they were all friendly and everything.

SR Who were friendly?

M All the workers. They were all smiling like and being nice to everyone sort of thing. A different atmosphere than I'm used to. That I was used to, so it was like - I liked it more because it was less tense. Just like - the way they were made you feel relaxed. That's how I knew that. ..... school and stuff because ..... down to earth sort of thing.

SR How old were you then?

M I was like 15 going on 16.

SR So, how old are you now?

M 16 still, but 17 next month.

SR So, it was something you weren't used to? The atmosphere was different from what?

M From that. Because at school we're sort of - where I live - I live like on an Estate, that's quite rough. So, I'm not used to people like - people you don't know coming up to you and saying, hello and introducing themselves and that.

SR Is that what they were like?

M Yeah. Wah!

(Service User)

Having a presence in the community is much more than a way to attract the attention of young people and schools. Cultural presence is present in more deeply significant and sensitive ways.

During the 3-year research period there were a number of tragic deaths of young people in highly disturbing circumstances. In the case of one of the deaths, there was potential for community conflict. This was related to the murder of a service user and required a community meeting, the project were engaged in facilitating the meeting and were able and keen to observe the cultural protocol of the community for instance recognising that males and females do not ordinarily sit together in gatherings.

In addition the practitioners were able to be sensitively aware of the impact that the loss of life had on other service users who may have had a relationship with the young person.

Cultural differences are accepted as normal and practitioners undergo a programme of anti discrimination awareness training. This anti discriminatory approach is a feature and functions in the consideration at decision-making meetings, events, literature, images, refreshments (vegan and Kosher refreshments). Training is provided to minimise misunderstandings that arise as a result of misinterpretation of non-verbal behaviour, dress habit, hair, clothes, behaviour patters based on ignorance.

> 32:46
> Well, we just all had our total different backgrounds, like. That we had all come together and talk about them, like, eventually.
>
> First of all, we weren't. And then, they take us on trips and things and they just make us relax more really.
>
> (Service User)

6.2.7 (2D) Spiritual Belief

One of the other fascinating revelations of the data is the presence of a system that is able to view and validate a spiritual belief system that is not about religion or spirituality in the strict terms of God. It is a broader concept which is about the things that cannot physically be seen, things that operate on a metaphysical level.

This spiritual dimension to the approach is about respect for the belief systems that people have and is explored in great detail during the postgraduate course in guidance and counselling run by the project. The programme explores the rationale behind therapeutic approaches to counselling skills and uses honesty, humour, humility and humanity as central themes.

The course explores a number of therapeutic approaches including

1. Psycho Dynamic
2. Humanistic
3. Behavioural and Cognitive Behavioural
4. Anti Multi cultural Practice

Figure 6.3 Counselling Approaches

The course also introduces a number of techniques including Gestalt and neuro linguistic programming (NLP). This approach raises an awareness that the belief systems of all people, including people new to England and British culture, base their behaviour and perspective on their personal value systems. This is evident in subtle symbols of people's spirituality evident in spoken and unspoken language and images that recognise different faiths.

> Interview 13:43
> "We're providing a framework for education for 1) the refresh students, who are all excluded students with quite heavy emotional needs, behavioural problems, family work. We concentrate on them and provide education as well as the support for that.
> And then, we've got the refugees/asylum seekers and those displaced and they get a similar service, concentrating more on the their needs of kind of integration. Helping them with housing, ID cards, all those kind of things are related. It's a bit of a challenge."
> (Staff Member)

6.2.8 (3A) Engagement

All critical components are considered vital to the effective application of socially inclusive practice. Engagement however is the hingepin on which the approach works. Practitioners are satisfied that unless young people can be engaged, all the

qualifications, experience, status and will not make a difference in the lives of young people.

It is on this fundamental basis that practitioners build and it is balanced on the belief that if the young person comes back voluntarily, by mere virtue of the fact that they return, you know they are engaged at some degree.

This is by no means considered to be the full extent of accomplishing engagement because practitioners believe it is important not to just stand in front of young people and deliver a curriculum, but to engage them in active participation in their own lives. The single most critical objective of the SIP is engagement and could be said to be one of the highest priorities.

The subtleties and patience required to engage young people can be sophisticated and the SIP works toward direct and/or indirect engagement. Social inclusion practitioners have to be confident and competent enough to establish human engagement with a service user. The nature of the engagement is not clinically rigid or under timelined pressure. Sometimes simply 'being there' and establishing rapport is the first objective. This can be in a climate of enjoyment, fun, discipline or in whichever way it presents itself but the most fundamental aim is to secure engagement.

One informant describes how engagement might be established.

> 11:357
> "I'm Grant. You're - because, I know it's easy with someone I know, you know. I just give them my card at first. I say, give us a bell when you're ready. Or, I'll ring you next week. I mean, I'm never met kids who said, tell me to Fuck off. Yeah, yeah man, all right, you know. There's a kid I started working with two years ago, when I first started, about 18 months ago, Tom. Everyone really, well, from the schools, everyone. And, I wasn't in his face. Now he's on the refresh start. He's one of the best attenders they've had. Well, where's that come from? It's come from us. Just being there and knowing that - ..... I'll come back again. And, that's what I do. I go in the Chicken shop and I'll wave at someone. Or, you are - you know, just introduce myself. And, I've got a pack that I sell to everyone. So, I ..... every kid I meet. I'm not a Social Worker. I'm not a teacher. I'm not a Social Worker. I'm not a teacher. What I think I am, is a nosy bastard and I just want to know. You can tell me whatever you want. And, that's the first thing I always say to them. Because, the first thing they'll say to you, what, are you a teacher? I think you must be a Social Worker. No, I'm not one of them either. Or, a Truant Officer, they still know, you know. Kids use terminology of 10 years ago, Truant Officers, you know.
> You go round to the Police and pick us up when we bunk off. I say, no, I don't think so, you know. I explain to them. I try to explain what I do.

SR And, you say what?
I say, I'll try and help you. I'll try and support you to get you through to tomorrow. They say, what do you mean by that? I say, well do you know what you're doing tomorrow? A lot of them say, yeah, I'm going to the park. And I say, what can happen to you in the park? What will you be doing? What do you mean? Well, when you go to the park, what do you do, do you just sit there? Play football? Then they give you the bravado, you know, oh we smoke squiffs or whatever.
For what reason? What do you mean, for what reason? Because, we do. Don't you ever smoke? No. So, I don't know why you do it. And then, I think I've got a skill in, you know, we generate conversation. "

(Team Member)

Once engagement is achieved rapport is developed. Service users speak of the moments when they engaged with the service and felt they had a relationship with a SIP practitioner.

Interview 34:228
"That was. I found it - I did. Because I felt like, they didn't have to do that for me. Do you know what I mean? They actually made the effort to come all the way down to London High School, even if it was just down the road. But, they didn't have to come and see my teacher or see my form tutor, do you know what I mean? And tell them what's happening. And she did that and I thought, that from there, I knew that - that's when I started getting committed to the meetings. And I came all the time."

(Service User)

Once rapport has developed, service users often initiate contact.

Interview 32:395
"So, I think they're just exceptional people, Geraldine and that. They're just genuinely nice people and you couldn't train to do a job like that. Because, I could go and talk to Geraldine or any of them, about anything."

(Service User)

6.2.9 (3B) Responsive

Social inclusion practitioners offer a service that is responsive because of the work done on increasing their awareness of their own issues see section Critical Component 1B. This responsiveness is distinctly different from crisis management. It is a feature that allows the practitioner to respond quickly to issues, which arise in the world of the service user. This responsiveness makes a considerable difference when young people

encounter excluding professionals who use excluding practices as a strategy for discipline.

Whilst the project has a requirement to plan activities such as curriculum delivery, the project manages to stay very response led. The competent ability to respond appropriately and swiftly in a way that is not restricted by bureaucracy, is not too heavy too light handed and sensitively avoids disclosure is one of the high level skills of the practitioner. This requires a level of practice that does violate confidences and avoids embarrassment or the undermining of teaching professionals who may find difficulty appreciating the far-reaching consequence of excluding behaviour. This might be viewed as one of the unique strengths of the approach.

Responsiveness allows the practitioner to recognize the needs of both the young person and the teaching professional. It is a very humanistic approach to helping which is flexible enough to respond wherever the need arises from.

> 6:167
> "It's not interventions. It's not the courses. It's not the mentoring. It's not anything else. It's just them feeling they can be engaged. That someone will respond to them, in terms of what they need. Won't let them down."
>
> (Team Member)

6.2.10 (3C) Resilient

Resilience is a human characteristic, which is a human characteristic that practitioners acknowledge they share with service users. As discussed earlier, service users may have experienced several traumas, they may have unmet learning needs, or unfortunately suffer from the disproportionate application of excluding practices. Despite this, if a young person continues to demonstrate a willingness to engage with the education system by turning up at school they have a level of resilience.

This is not to suggest that from this point forward it is easier, indeed the practitioner also needs a high level of resilience because young people who have been rejected may have developed a way of protecting their feelings which could be described as anti

social. They may refuse to co-operate, they may have difficulty in articulating their points, professionals they once trusted may have disappointed them. As a result their attitude, behaviour and language might be considered undesirable.

Practitioners who work with hard to reach young people and may also be subject to high incidences of Professional Envy 1C require resilience. This research indicates a language which professionals use which indicates their level of resilience and inclusiveness. Statements, which suggest that young people who attend school regularly 'don't want to learn', indicate a propensity to absolve professionals of their responsibility. I argue that the more challenging a young person is to teach, the more skilful the professional needs to be. Further still, I propose that a teacher-friendly, school friendly compliant model of the learner is an unbalanced view of the student population.

Openness and persistence are features of the human characteristic of resilience. Research observations witnessed young people being assured and reassured that the practitioner will be there in a non-judgemental capacity for the benefit of the service user. This strong clear approach to being available and progressive requires the simultaneous establishing of boundaries and mutual respect. Practitioners speak frankly and openly about issues which impact on the functioning of the organisation and the future of the service user. This includes non-threatening discussions about the consequence of behaviours and inconsistent attendance.

> Interview 10:97
> "Now, one of the examples I could use is, a student said to me the other day, what happens if you're late to my class, you know. So, he is in a College environment and I said, well, I said, one I won't be happy that you're late. But, for one, you'll miss whatever is happening, for starters. It will go on your record that your late, yeah? I'll have to phone the school to say, well, dah, dah was late, came half an hour late, or 15 minutes late.
> It then also, if you're continuously late you then start to set a trend that people associate you with lateness, yeah. Those are the sort of things that would happen. And then, I talked about the repercussions of later in life, if you go to College. ..... they say, you know what, don't come back. Or, if you've got a job, they may give you one chance, two chances, 10 chances but there may come a point when they say, you know what, don't come back, yeah. So, these are the sort of things that could happen if you're continually late.
> So, I tried to kind of explain it out. So, he said, okay. And then I said to him, okay, what happens at school if you're late. He said, "well if you're late at school, you get detention. That's it. No one really ..... Right, stay in after school for half an hour and that's it."

So, I'm trying to do things slightly different and give them a different way of looking at things. All things which will benefit them in the future. "

Staff Member

Resilience is also found in the persistent high expectations of young people by practitioners as previous research indicates that teacher expectations are recognized as having an impact on a student's ability to achieve and social inclusion practitioners maintain high expectations of client users in spite of disappointments.

11:278
"they gave me a list called, a hard to reach list, which the borough used to have. And, by the end of it, I contacted - I had contact with everyone single one. And, that's because, is it because I'm persistent. Is it because my approach - "

(Team Member)

The data illustrates that persistence is demonstrated in a number of ways.

11:314
"it was by persistence and by not being in the kids' faces, you know, I eventually saw ..... Most of them I ended up seeing in Court. I went to - one of my jobs ..... I went to London Magistrates Court, I think, on about 49 occasions last year, with different kids. And, I eventually learnt that if I wasn't there on a Tuesday morning, I would see 3 or 4 kids that are on my list."

(Team Member)

6.2.11 (3D) Relationships

27:176
"A lot of people talk about communication being difficult. And for me, the most important things that have made this work are the communication and the relationships."

The 32 identified critical components operate through a high functioning network of relationships. These are relationships that exists between colleagues, agencies and service users and their families, considered to be an indicator of a successful school in the government's consultation document Aiming High: Raising the Achievement of Minority Ethnic Pupils; but the relationship that practitioners have with themselves as in critical component 1B Self Awareness.

This relationship that the practitioner has with themselves is developed through the component at 1B self awareness where time is given to reconnecting with personal value systems in order to distinguish the needs of the service user. The relationships between colleagues is considered valuable as these relationships provide the insights of other disciplines but more importantly allow the practitioner to draw on the professional practice of a separate discipline such as psychotherapy, social services or the police. Just as valuable is the relationships with other agencies based on trust.

6:170
"Because, a lot of the kids are kids who are not attending school. Who are being out of school etc., or being disruptive in school, are not engaged. So, the essence and I think the thing that - when I look at the staff here that I feel really comfortable with, is how well they - and how quickly they can engage with young people. How quickly they can develop a trusting relationship."

(Team Member)

Other agencies such as schools, pupil referral units, and the education authority as well as implementing agents give access to policy guidance and resources that would be uneconomical and impractical to house within the project. Also the housing of these types of resources would introduce a different climate of operation as officers of the authority and employees of other agencies operate under guidelines which provide the opportunity for restricted interpretation and provide certain professionals with the opportunity to employ an approach to the issue of inclusion which may not work well alongside an environment of openness, transparency and inclusive practice.

In view of some of the components of the 8 key model, relationships provide the backdrop that facilitates effective practice. For example the metaphysical component of critical component 2D spiritual belief allows practitioners to exercise moral authority.

Young people have sensitivity to the kind of authority, which is based on a relationship of mutual respect and acknowledged interpersonal order. The relationship brings with it moral authority. Practitioners and service users respond and are guided by a code of conduct and issues of trust. The practitioner operates with an authority that is not authoritarian but authoritative, a type of parental moral authority that young people respond positively to. This type of relationship is similar to the one where in a mother can give a stern look to a child and the child responds as though they understand. This

unspoken interaction indicates an energy sensitiveness that became evident during periods where young people were given reassuring and supportive encouragement during the graduation ceremony in front of family, community members, professionals and local dignitaries, including the Mayor. This moral authority is exercised in the interactions between young people and practitioners and enhances the communication. Potential confrontations are averted with the use of unspoken interactions between practitioners and young people. During the 3-year study, I heard one shouting incident and that was during boisterous play in a period of recreational play. No social inclusion practitioner shouted at any time during the research.

> 34:184
> "This place is the best place, I reckon. Yeah. If you have problems, you can just sort it out here properly. And, they're all friendly people and you wouldn't have any problems with any of them."

The success of the social inclusion practitioners approach to inclusive practice hinges quite significantly, although not entirely, on relationships. Social inclusion practitioners appear very comfortable and confident in their interactions with young people and demonstrate a high degree of emotional literacy (Majors 2001). The flexible and responsive nature of the therapeutic approach to intervention is seen at work through the complex nature of relationships.

The above 11 critical components form 3 of the 8 key concepts namely, Perception, Community Alignment and Communication.

This research objective of investigating whether a model of socially inclusive practice exists has been achieved as in figure 5.8. The next section will consider its transferability for use by educators, parents, human resource (HR) professionals and others concerned with client services in the helping professions or areas with customer focus service delivery.

6.3 Transferability

The key concepts of the emerged model areas are:

1. **Perception**, which is about how different people in differing roles, sees things.
2. **Community Alignment** is about the relevance of a service to the users.
3. **Relationships** build on the social interaction, which takes place between human beings.
4. **Collective concepts** is about objectives and the sharing of purpose and intention.
5. **Administrative systems** provide the mechanisms for monitoring.
6. **Operationalised Links** is about good strong working networks that provide the inter connection between agencies and individuals.
7. **Developmental** is about having progress programmed into the feature of the service at all levels there is a sense of evolvement.
8. **Service Nature & Mechanisms** is about agreed practices e.g. pedagogy.

The above mentioned key concepts form a framework of practice based on principles which can be applied in a number of service areas (e.g. further and higher education, health, counselling, probation, social services, police service, prison etc.) and can be further developed to act as a training and development strategy, change agent, an inclusive practice measurement tool or model of best practice. McBer (June 2000), in a report for the DfES titled A Model of Teacher Effectiveness, she argues that

> " effective teachers in the future will need to deal with a climate of continual change and foster a framework of continual improvement, embracing openness and integration."
>
> McBer, (2000)

In terms of a model of practice, it provides a clear framework that can be used in statutory organisations, private sector and community based social enterprises that are small, medium or large, national and international.

Of course there may be situations where the model may prove more difficult to transfer, but there remains the value in the model of recognising the approach, which separates out the service provider from the service user. In terms of the transferability of a model that can work with all young people not simply young people who are unplaced, excluded or at risk of exclusion we can draw on the processes of socialisation that schools provide the mechanism for.

Given that as all young people go through adolescence they may experience a time of great change including confusion, rapid physical change, intense feelings and fluctuating emotions it could be argued that this requires an approach to working with them that is sensitive to these unavoidable changes. Young people are children not adults (Sewell 1997) and require assistance to get through stages toward adulthood. Traditional cultures such as Jewish, Asian, American Native Indians and Africans have used rites of passage (life cycle socialisation processes) as an alternative to Western schools.

These culturally based rites of passage processes have offered a highly successful anthropological approach to process of socialisation.

If we accept that some of the causes of stress in young peoples lives may include bereavement, school, sexuality, abuse (psychological and physical), violence, suicide and self harm; and if we add the dynamics of racial discrimination and the effects of daily interaction with a western value system which oppress on the grounds of class, race, gender, disability, sexuality and so-called acceptable social norms (e.g. 2 parent families, housing, economics, etc); we can begin to appreciate the need for alternative paradigms that can better meet the needs of all young people and reduce the possibility of using excluding behaviour as a punitive tool .

The existing models are ethnocentric and scholars (Asante, 1988), have argued for the need to explore alternatives. It can be argued that the Euro centric framework cannot adapt itself to the way in which African people come to know and create knowledge and also that the Euro centric models tend to universalise (dominate).

There is growing acknowledgement of the importance of multi agency collaborations but how this works in practice eludes many organisations and government initiatives. Moreover, there is now increasing evidence to show that the existing helping models are often ineffective and may even be oppressive. Consequently, there is a real need for alternative worldviews as the basis of helping paradigms with practices that value collectivism, diunital logic as opposed to only one way of seeing things and spiritual reality. The model that emerges in this research provides the framework for a more ecological approach to practice. Ruddick (2000) argues that if we truly want to make a major difference in a young person's life, schools need to become more ecological and view factors outside of the child as having an impact on achievement.

There is a view that learning is experienced differentially and that local conditions and opportunities influence that experience.

Research by Ofsted (The Office for standards in education, 1997) found: -

> "African Caribbean young people, especially boys, have not shared equally in the increasing rates of achievement; in some areas their performance has actually worsened" p78

Leading psychologists of African origin (such as Naim Akbar, Wade Nobles and Amos Wilson) introduce African centred ways of knowing as the framework for helping paradigms with an emphasis on the interconnectedness of physical, mental and spiritual aspects of peoples being {Wilson, 1992 #480}.

It counterbalances the assumption that a European frame of reference and psychology can be applied universally for all people in all cultures. Worldviews are culturally determined and so we can now appreciate that mindsets and different understandings of the 'psyche' that until recently have been dismissed, marginalized, or deemed primitive can be used to offer a cultural contextualisation (Myers, 1988. Akbar, 1976).

Also, there is increasing research which suggests that in view of cultural shifts, to equip people with knowledge and skills which supports their active participation in their own development, we should look toward new forms of social learning (Edwards et al.

1998). African adolescents experience the challenges of the stage of their life coupled with the dynamics of hostility, oppression and hidden history compounded by an apparent failure of western society to meet their psychological, spiritual and social needs (Hill, 1992; Graham, 1999).

Graham (1999) goes on to explain:

> "The transition of young Black people into adulthood is particularly fraught within British society……"Many young Black people have been indoctrinated by the 'street culture' (encouraged by the media and viewed by society as 'Black culture')". p260

Traditionally, Black scholars and researchers have been locked into Euro centric paradigms in shaping a frame of reference for the Black experience. A growing generation of widely respected African academics (e.g. Karenga, 1990; Diop, 1978) advocate an alternative paradigm that affirms the traditions and customs of African people locating African people at the centre of analysis rather than as objects of existing frameworks.

Margaret Donaldson, in her landmark book 'Children's Minds' suggests that without teaching making 'human sense' teaching is ineffective. 'Human sense' is determined by cultural and social relationships.

Placing 'human sense' at the centre of teaching and learning requires an approach that considers the student's cultural and social experience and is prepared to develop multi-disciplined partnerships. This is, in effect, a holistic and student centred approach to raising achievement. It is an approach, which places equal opportunities and social inclusion at the core of practice.

Rites of Passage[28] programmes advocate what is termed 'a learning society' (Ranson, 1992) and offers "an empowerment curriculum which values the potential of the individual. It seeks to instil positive attitudes and self esteem among students." In

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[28] Rites of passage did not exist by any such name or label because this practice was intrinsic in the practices of life in the African community. Arnold Van GennepEs 1906 publication of oLes rites de passageo (1906/1960) gave birth to the phrase.

addition the purpose of the programme is to reinstate a system which (re) introduces and validates cultural heritage and identity.

Western societies have largely abandoned the social markers that served to delineate and define transition from childhood into adulthood (Goggins-II 1998) (Blumenkarntz and Gravazzi 1993; Myers, 1988). Based on the principle that "A person who doesn't get initiated will remain an adolescent for the rest of their life" Malidoma Patrice Some (1994). There are socialisation processes that exist that can be described as old rites (based on alternative cultures) and new rites (based on Western notions of development).

The nearest Western model of traditional life cycle socialisation processes are schools, which are formal and institutionalise education, which are currently fixed on attaining government imposed key stage exam results. This does not easily facilitate ways in to take account of the spiritual, the ancestral or the interconnectedness familiar in some alternative cultures (e.g. African, Asian, Jewish). However, drawing on the African proverb, which states 'It takes a Village to raise a child', we can use the rites of passage process as an analogy for a school.

If we view the school as the village and the teachers as Elders in the village we can begin to identify similarities to a traditional rites model and what Hill (1992) describes as the new rites. In the school environment we can see teachers and mentors working together in roles, which are similar to advocate, and big brother or big sister roles. This is not to suggest that teachers become family, but merely to consider expanding the view of the school based professionals who in many the cases of good practice operate in an encouraging, nurturing and supportive role with high expectations.

Hill (1992) outlines the characteristics of old and new rites as follows:

The Old Rites	**The New Rites**
Religious	Usually secular
Ran by sun and seasonal time (outdoor and active)	Operate by clock and calendar (usually sedentary and pursued behind closed doors)
Centred on concrete experiences	Rely heavily on words and abstractions
Provided physical risks and danger	Substitute organised sports, which combine moderate challenge and minimal risk
Dramatic, intense, forceful and fast	Slow, drawn out and often value about the ultimate destination
Engendered awe	Commonly produce detachment and boredom
Result in immediate and unmistakable status change	Provide no such direct deliverance into adult roles and status
Over at a determined place and at a determined time, witnessed by the community as a whole[29]	Can go on indefinitely leads to dropping out, being pushed out (exclusion) perhaps never resulting in general community recognition (graduation with qualifications).

Figure 6.4 Old & New Rites of Passage

Mainstream school based professionals appear to favour inflexibility because of restrictive government guidelines and schools apparent inability to perceive and

[29] Among Jewish people, the Bar Mitzvah for boys and the Bas or Bat Mitzvah for girls is similar to the ceremony that takes place at the end of the programme. The ceremony is symbolic of the mastery of the required targets.

interpret the multidimensional aspects and experiences of adolescents who live in the multiple contexts of the school, wider society, youth culture and domestic worlds.

Rites of passage is an alternative process of maturation through 'ages and stages'. Rites take place over varying periods of time during which time Elders and Initiates (students) share some quite intensive experiences and often they start long lasting relationships. There is mutual respect of roles within the relationship of elder(s) and initiate(s) and a definite sharing of value systems, and roles and responsibility relationships with self, family, community, etc. These centrism-based approaches (refer chapter 1), which locate the person as subject, as in alternative rites of passage programmes, are an orderly method of supporting transitional relationships within self, families and communities. Multicultural paradigms include recognising non-linear causality, interrelatedness, interdependency and making social and cultural contexts explicit, valuing interpersonal relationships and subjectivity rather than attempting to overlook difference, in effect suppressing opportunities to include.

There are 5 distinct ages and stages in a traditional African rites of passage framework during which there is marked acknowledgement of the human cycle of birth, growing up, marriage and death.

Every stage is marked with ritualistic observances such as the Western christenings, birthday parties and wakes and remembrance day celebrations.

6.3.1 Rites of Passage Framework

Pre birth and birth is a time of huge rejoicing. In many cultures there's a period of waiting before the 'baby shower' type celebrations begin to ensure that the pregnancy gestation has progressed sufficiently to increase the chances of a baby that is healthy and strong enough to survive.

In alternative cultures names have great significance and meaning and so the naming ceremonies are also an important ritual.

The turbulent adolescent transition from childhood to adulthood marked by puberty is carefully marked and charted. In some communities the ceremonies involve an element of withdrawal. For instance boys or girls are taken away from the community for a period of instruction and challenge that will see their entrance into the community of adults.

Marital unions are also a sacred rite of passage, involving the entire community. Traditionally, a man or woman will marry someone known and approved by both families.

The event of death is concerned with the transition of the soul, and laying the physical body of the dead person finally to rest. Considerable thought is devoted to burial places. Echoing the funeral rites of ancient Egypt, there is a view that death is a journey and one must be equipped for that journey.

Culturally based rites of passage programmes provide a culturally situated and supportive context within which learning can take place.

In traditional rites of passage programmes the practitioners are called Elders. Similar to social inclusion practitioners, Elders are from different walks of life (different disciplines), the work can be very demanding and the rewards indescribable but similar to a sense of purpose that social inclusion practitioners speak of in terms of making a positive difference in the life of young people.

Techniques of guidance and counselling are similarly closely connected to questions of value. The Western concept of value contributed by the founders of humanistic, cognitive behavioural and psychodynamic psychologists is at the centre of the guidance and counselling which takes place in the social inclusion project. However these therapies over stress the 'I' ness and the techniques concentrate on the immediate here-and-now experience whereas the alternative practitioners (Elders) subscribe to belief

systems that acknowledge metaphysical, intuitive, meditational approaches to working with young people.

Majors (Majors 2001) argue that emotional literacy is also a factor in developing professionals who are able to operate in a socially inclusive way by not only being specially trained and culturally in tune (McLeod 1998) but that they are able to draw on personal characteristics absolutely essential in ensuring engagement and communication. Bergin (1980) systematic analysis of theistic/religious and clinical-humanistic models reports "counsellors trained in institutions which embody clinical/humanistic values may lose touch with their clients" and so the argument for the development of emotional literacy is particularly critical.

The processes of education are key in ensuring that individuals become 'part of society'. To this end I am very interested in the ways in which we can support learning, whether it be in the more formal institutional sense (as in schools) or in the more general and informal sense of life long learning.

Basically the model brings together people and systems with a common theme of development. Without the people the systems cannot work and without the systems people cannot be as effective.

This developmental model presented is a modifiable and transferable framework for inclusive practice.

CHAPTER 7 – IMPLICATIONS

Implications of Research

7.1 Introduction

The aim of this study was to investigate practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school in order to ascertain whether a model of socially inclusive practice can be identified. Using grounded theory a model has emerged (see figure 5.8) and been discussed in chapter 6 in terms its transferability and similarity to traditional rites of passage programmes used in indigenous populations of the world.

The previous chapter discussed in detail three of the key concepts, which emerged in the eight key concept emergent model of socially inclusive practice.

Recognising that to simply discuss and theorize based on only three of the eight key concepts does not sufficiently satisfy the initial aim of this research, the discussion sought to use a case study to illustrate how the model might be applied in different contexts.

Some interesting points have been raised in this research, which could form the beginning of future research into developing a strategy to reduce excluding behaviour.

This chapter will briefly revisit the earlier chapters and draw conclusions from them.

7.2 Research Overview

The first chapter provided the background, which served as the catalyst for this research investigation. It informed the reader about the basis from which the researcher came to the research and the context within which the investigation was framed.

The literature review explored the historical background to social inclusion as a concept and provided some key legislation and policy, directed at a target population of vulnerable young people excluded or at risk of exclusion from mainstream schooling. Further still, chapter two differentiated between the concepts of 'schooling' and 'education' providing evidence of the distinguishing roles of school and the authorities statutory obligation to provide education otherwise than at school for young people unable to access mainstream schooling.

In addition to providing the historical and social context to social inclusion and inclusive education, I have attempted to broaden the philosophical understanding and perspective of the reader to encompass an alternative to the traditional western philosophical frames of reference.

The concept of Spirit as primary is difficult to define within Euro centric methodology (Myers. 1988) and the frame of reference I am more closely aligned to is African centred and considers the importance of the unseen and interconnectedness of all things. It accepts oral traditions as being valid and the 7 principles of MAAT (truth, justice, balance, order, compassion, harmony and reciprocity), characterised by caring, communalism and co-operativism, as central.

By introducing this paradigm, I have attempted to extend the concept of inclusiveness to myself providing the reader with my window to the world and the perspective from which I tackle the issue of inclusive practice.

This particular worldview sees historical influences, interconnectedness and the metaphysical as crucial dimensions in dealing with all matters and therefore influences

how I have approached the choice of research methodology, instruments of collection and data analysis.

In seeking to articulate an African-centred theory of learning and teaching, I raised a number of sensitive issues such as a philosophical framework from a period of enlightenment, which in itself served to marginalize certain sectors of society. The forms in which marginalisation prevents effective inclusive practice has been central to this research and the researcher. In incorporating these perspectives, I have made an effort to discuss similarities and differences with other philosophical and pedagogical frameworks as there are clearly overlapping attributes in different conceptions of philosophy and pedagogy.

The features of an African centred pedagogy are as follows:

- Legitimises alternative stores of knowledge
- Positively exploits and scaffolds productive community and cultural practices
- Extends and builds upon the indigenous language
- Reinforces communities and encourages service to family, community and world
- Promotes positive social relationships
- Imparts a world view that idealises a positive self directed future without denying the self worth and right to self determine of others
- Supports cultural continuity while promoting critical consciousness.
- Promotes the knowledge of self and heritage

Figure 7.1. African Centred Pedagogy

Although not defined explicitly in these terms, these pedagogies were found to be intrinsic in the aims of the social inclusion project investigated and informed their practice.

This has significant implications for how parents, government, policy makers, schools, teachers and other interested agents view exclusions generally but in particular the crisis affecting Black boys who are repeatedly overrepresented in DfEE (2000, 2001) and the Social Exclusion Unit (1998) exclusion that Diane Abbott MP describes as a 'silent catastrophe'.

7.3 Original Contribution To Knowledge

This study forms the only major UK study which has spoken to current and active practitioners at the coalface of service delivery with young hard to reach, marginalised excluded and at risk of exclusion young people.

A key finding is that personal as well as professional development is critical in enabling effective intervention. Engagement without the projection of inappropriate expectations based on the huge amount of research statistics available contributes to a climate of self-fulfilling prophecy. This expectation is informed by the worldview of the practitioner with little regard for the worldview of the service user.

This research provides evidence to show that professional development in association with self-awareness can have a significant impact on the practitioner ability to deliver an effective service.

Both practitioners and service users mention relaxation, trust, reflection, and other positive experiences and I would argue that it can be considered safe to conclude that the eight points that emerge are critical to any notion of socially inclusive practice.

Chapter seven dealt in some detail with the key concepts of

- Informed Perception
- Community Alignment
- Communication

However the remaining five form equally important components of the model. The data illustrates it in organic terms and for practitioners and service users alike it is seen as the 'life' link to their mainstream educational and employment career.

This research finds that whilst the concept of inclusion is varied dependant upon which context it is used in, the emergent model establishes that social inclusion practice consists of a number of inter related and interconnected dimensions that once observed can contribute to a comprehensive inclusive model that can be used across helping professions and disciplines.

It is important to recognise the following points about social inclusion practice

- The practice does not exclude 'other' models
- It embraces creativity
- It recognises the strengths of others
- It operates as a whole or even as a component of a larger practice
- It is both an input and an output
- Should be viewed as intrinsic not as an add on (i.e. Equal Opportunity Dept, or Diversity Dept), all departments and all practitioners should operate in this non-discriminatory developmental way.

Figure 7.2 Socially Inclusive Practice Agency

All young people not just those who are socially and/or educationally excluded and disaffected, inhabit an extremely included and affected world and so social inclusion practitioners assist in readjusting the position of the socially excluded by offering an approach which does not sit squarely in a boundaried discipline.

The data indicates that SIPs in an environment where the model operates testify to:

- increased professional development;
- awareness of own strengths, preferences and areas for further development
- greater levels of pupil engagement (academic, pastoral, and extra-curricular);
- greater use of creativity in their own teaching.

Figure 7.3 Socially Inclusive Practitioner Benefits

Social inclusion practitioners were asked about benefits to their students that they felt were the direct result of the project intervention this highlighted some significant differences between phases. The emerging issues indicate that funding and evaluation requirements need to be examined when applying to this area of work. Statistical approaches to data collection and analysis do not fully explain or represent the nature of the service delivery impact. There is a strong feeling that outcome should be given as much importance as output.

7.3.1 Contribution to Method, Methodology and Theory

This research took the interrelated philosophy throughout the research process by using methods that were in constant fluid relationships. The methodological approach facilitates a constant comparison between data and research direction but it also

facilitates the use of field note and journal entry cross overs. Audio recordings of myself during conversations with others and presentations helped me capture the unconscious revelations which I found difficult to access when attempting to write in solitude. The tradition of oral folk is very much a process used by the researcher to go deeper than simply journaling.

7.3.2 Socially Inclusive Model of Practice

The Social Inclusion Star (SIS) (figure 5.8) is a system model with 8 key concepts. Informed perception, community alignment, communication, collective concepts, operationalised links, developmental, administrative procedures, service nature and mechanisms. I argue that once these 8 key concepts and their sub components are grasped the needs of practitioners, partners, implementing agents and more importantly service users are more readily met.

Meeting the human rights and development needs of service providers and adults increases their ability to respond appropriately to an ever increasing and changing client group.

The most disaffected young people's needs are met by providing opportunities to engage in activities that support their understanding of the reasons behind their difficulties, clarify options available and finally gain new skills and behaviours. In order that these steps can be taken by the young people, issues such as self-esteem, identity, family relationships, drugs and alcohol and single parenting are confronted and worked through.

Historical statistical data indicates the need for a social inclusion project that is responsive to the needs of targeted groups who under-perform and are excluded and that can offer additional support to those agencies that provide for these excluded and/or at risk groups and their families.

This section will explore the implications that this research has for practitioners, schools, leas, policy makers and the government departments with inclusive education as an area of responsibility.

It has been demonstrated in the literature that the current discourse of inclusion is not new. It follows on from a focus on young people with needs, which were considered subnormal. In earlier chapters, I have examined notions of normal and mainstream in an attempt to identify what it is that the agenda of inclusion seeks to address.

This research has not concerned itself primarily with issues of causes of exclusion and it has already been established that the issue of social exclusion and inclusion is extremely broad and fraught with definition challenges.

7.3.3 Identification of Excluded Populations

I think it important however to reiterate the point quite definitely that inclusive education is not solely about special educational needs. It is far more complex than that. Neither is it solely about racialisation, although it is quite evident in the extensive research carried out by DfES and other organisations that discrimination is taking place nationally. However very definite discrimination places Black (particularly African Caribbean) boys in particular at an enormous disadvantage by the time they leave the compulsory school age system. Statistics indicate that the picture is also gloomy for African Caribbean girls. The relentless and disproportionate application of punitive approaches toward certain members of the school population cannot be denied.

Discrimination is a repeated theme throughout the literature and this investigation has to some extent charted the UK school exclusion discourse as it moved through a number periods including debates about class, gender, ability, race and notions of awareness, identity, assimilation, equality, diversity and integration.

7.4 Success Measure

The objective of this research investigation was to investigate practice at the social inclusion project which offers education provision to young people unplaced, excluded or at risk of exclusion from mainstream school in order to ascertain whether a model of socially inclusive practice can be identified which is recognisable to the practitioners. This objective was achieved. The intention to provide a platform for the practitioner voice was also achieved.

In addition the transferability of the model has been examined and similarities with a more culturally traditional rites of passage process has been explored.

A key finding of this research is the willingness of the practitioner to include themselves in the equation of responsibility with regard to exclusion. This focus on practice shifts the burden of blame toward a more solution-focused approach to achieving education provision, which is inclusive.

7.5 Implications

This research has implications for policy and practice which are quite considerable and include a multi dimensional strategy which is not only collaborative, but measured in ways which go beyond statistics and other quantitative measures currently required such as outputs and attainment figures. Inclusion is a process that achieves outcome not a project that achieves outputs.

It is hoped that these findings can take their place in the strategy of inclusion, widening participation and raising achievement of all young people because as the government drive indicates every child matters.

7.5.1 Training Implications

The data suggests that the extent to which school based teachers are trained may require considerable overhaul. In addition to training regarding course content and child development, there needs to be training which examines socio cultural needs. In addition there should be a drive to increase teachers awareness of the impact that their excluding behaviour has on the life chances of young people. In effect a shift away from placing the entire burden of responsibility on young people and their families in a punitive culture of discipline and removal needs to made in teacher training institutions and course content.

Teachers need to be held more accountable for their role in initiating young people into categories where they become considered 'vulnerable' or 'behaviourally deviant'. A pattern of behaviour assessment and ways in which teachers unresolved personal issues could be examined sensitively might contribute to separating out unconscious excluding behaviour from incompetence.

This is not in any way intended to place the entire burden of responsibility on teachers. However, young people spend considerable time in the pastoral responsibility of teachers. These adults in self examination could determine whether they have high expectations of the young people whose lives they impact on.

Key questions they could ask themselves would include whether they have a mechanistic or humanitarian approach to teaching and learning? Would they be happy to experience the school life that their students currently experience? Do they apply differential treatment to some students and what motivates that behaviour? Are their pupils motivated? Do they enjoy working with young people?

7.5.2 Schools

Taking account of the findings in this research, schools could examine the way in which the organisation structures support students, teachers and parents in collaborative interaction. Schools that provide processes that exclude parents or do not recognise and reward inclusive teaching practice contribute equally to climates of exclusion for teachers, other practitioners, parents and ultimately pupils.

Budgets for self-development and professional development to ensure practitioners are aware of different approaches to working with people and that they can isolate their own needs from the needs of their client group.

Specialist administrators training similar to the kind of training medical and legal secretaries have to ensure their administrative skills can be flexible enough to meet the needs of the client group and the specialist practitioners that operate in the social inclusive field.

Partnerships that are positive, working, interrelated, multidisciplined, flexible and mutually respectful is absolutely critical. There is some evidence of service overlap with government funding several agencies that service the same geographical area and target group competing with one another.

Relationships with the home, carer and community allow early signals to be detected far easier. Also shared language facilitates better understanding and reduces errors, which impact on the life chances of the young person.

Nationalised networks and local links would facilitate the sharing of good practice, innovation, effective interventions which would in turn create a socially inclusive environment and spread through those at risk of socially excluding practice.

Socially Inclusive Practice Trainers could help create specialist teams of seconded personnel who would share practices, cross over boundaries and become more

responsive to their client groups. This would require a willingness by professionals to avoid 'professional envy' by embarking on continuing professional development.

Training programmes for mentors, parents, social workers, youth worker and other practitioners who work with young people where they can access network sources, policy development, and practical things they can do to engage and include young people, share knowledge, resources, information and ensure continuity.

The government allocates considerable monies to schools based on a number of formulas. The two most relevant to this research are those budgetary allocations that target vulnerable young people and minority ethnic underachievement. Schools are now expected to be self-managing and are no longer accountable to the local education authority in the ways they once were. This structure is enshrined in the DfES Code of Practice for School and LEA relationships.

As a result of the decline in LEA monitoring and intervention powers and duties, monies allocated to certain identified populations may not be used strictly to enable the raising of their achievement. Examples of such initiatives is the Ethnic Minorities Achievement Grant (where funding is directed specifically to underachieving groups) and Excellence in Cities and Excellence Challenge (where ethnicity, exclusions and attainment form part of the formula used to allocate funding to schools to redress disadvantage).

The raising of achievement is not straightforward but would be made easier if there were adequate resources provided to motivate positive behaviours of both students and staff.

It would be more problematic to engage and maintain including behaviours when the organisation promotes practices and mechanisms, which by their very nature exclude. An inclusive classroom would fit more naturally in an inclusive school environment and provide a less stressful environment for teachers wishing to employ inclusive behaviours. For example, schools that fail to recognise the different family structures of different cultures and interpret absence of father, or mother as a signal of family

breakdown or dysfunction. The concept of extended families is a European construct and African families in particular operate a quite different model. It is customary for grandparents to have the role of primary carer during the week dependent upon circumstances. Aunties, uncles, Godparents and older siblings have a more direct involvement in the lives of some young people. In recent years, with the increasing migration of peoples from war torn countries, young people are in the care of more distant family members, cousins, in-laws, churches and cultural groups and in extreme cases social services.

The appropriateness of discipline and reward interventions is also something that schools would need to revisit.

7.5.3 Local Education Authority

In terms of school exclusions, the authority remains responsible because of their statutory duty to provide an education for all children. Exclusion from school does not mean exclusion from education.

The role of local education authorities is more advisory and they provide support in terms of behaviour management teams, pupil referral units and other school support mechanisms. Whilst their role has become more limited, the local education authority can still provide pointers and act as a co-ordinating organisation to facilitate collaborative working.

Unlike a number of other policies, this emergent model comes out of the data and is not imposed, this is a strength that if incorporated into policy might encounter less challenges to implementation. Of course the teacher and school remain at the cutting edge of service (education) delivery and so there would need to be a shift in policy to guide the school and school based professional to examine their role in raising achievement and combating exclusion.

7.5.4 Policy Makers

Policy makers may wish to provide school and practitioners with detailed information about socially inclusive practice, joined up thinking and what it looks like in practice. In addition to the implications for inset training and school climate and organisational change, policy makers would need to examine the current climate of target setting to examine how the emergent model identified in this research could be reconciled with a culture which by nature is competitive and consequently excluding. Published school league tables have led to schools competing on national level in terms of attractiveness. Schools can be tempted to exclude pupils who they consider to be less likely to contribute to a high average score in the league table. Now schools that used to be judged on their merits for reasons other than league tables, perhaps for their strengths in being idiosyncratic and nurturing environments with smaller groups environments for vulnerable children. These schools are having to lose their vulnerable side to become more competitive.

The emergent model is transferable and policy makers would need to consider how the model can be applied and maintain and reflect its capacity to educate and include.

Additional policy implication is the shift away from punitive approaches to discipline and difference that punish by removal. Policies that promote fundamental humanitarian approach to human interaction and encourage ways in which to educate and include young people who will eventually be the citizens that ensure social stability would require new thinking.

This research was carried out using a specific group of practitioners who work with a population who are at risk of exclusion or excluded. According to the interviews with the service users, the project partners, implementing agents and the project consultants, this project is having some successes. It might follow therefore that if this approach to practice as identified in the research can get the best out of a group who have already been identified vulnerable and at risk the approach would have equal successes with more school/teacher friendly students.

In addition there is evidence to suggest that the social inclusion practitioner does not just operate in a social inclusion project, in my experience there are many school based professionals who strive to operate in an inclusive way and I would argue that this says something about the commitment, capacity and competence of the practitioner. Indeed if practitioners working with vulnerable populations are able to reach, engage and include young people at risk imagine the effect that they would have on a population that is far more manageable. This practice is in operation in schools so it is not exclusive to a project setting.

7.6 The Model

Whilst the model is described as a model of socially inclusive practice, it reflects to a great extent the practitioner. In fact, I would argue that it is difficult to separate out the two and attempts to do so indicate a tendency to lean toward a less than holistic approach to inclusion.

If we look at the argument that that a practitioner working in an environment that is less than inclusive is unlikely to attain and sustain this method of practice, I would argue that there are many professionals working within mainstream school classrooms who are socially inclusive practitioners.

In chapter one, I offer the idea of a thesis by existence having an antithesis. Following this line of thinking one can appreciate that when the one is mentioned there is a foregone expectation that there is the other. In this way one can acknowledge that for the exclusions to be seriously reduced the excluding behaviour would have to be seriously curtailed.

7.7 The Practice & The Practitioner

The data suggests that to achieve socially inclusive practice consideration of location and client need is paramount. However, there are of course pockets of socially inclusive practice and individual practitioners trying to operate in environments that are perhaps less than inclusive. The challenge for those practitioners is to maintain their own sense of self worth in an environment that perhaps views them as going against the grain of excluding behaviour.

Socially inclusive practitioners do socially inclusive practice, irrespective of their organizational environment. Although the emerged model has come from an organization that is described as socially inclusive, it is the practice and the practitioners that the young people comment on and express fondness of.

Although the environment plays an important role, recognising socially inclusive practice is related to the practitioner rather than the environment. Professionals who persist in engaging excluding behaviours are probably less able to stay within a socially inclusive environment than inclusive practitioners in an excluding environment. I would argue that there are socially inclusive practitioners suffering in less than inclusive environments and that basically an excluding practitioner is less likely to be accommodated. Indeed, it could be argued further that socially inclusive practitioners working in socially excluding environments are extremely unhappy and unfulfilled and often excluded themselves. Colleagues my alienate them because they continue to work with young people in very personal interactive ways and go the extra mile.

An example of a socially inclusive practitioner might be one who can be found employing creative ways to engage their students, maybe helping a student outside of normal classroom time, meeting parents and other communicative endeavours. They will embark on professional development to keep themselves abreast of issues that might be a barrier to the learning of their students. They are the special teacher you will always remember because they see potential in their students. The teacher who, when

you don't understand, comes back and explains it differently with patience and sensitivity. They operate in schools. They are unhappy with how things are.

Although, I largely argue that the environment does necessarily change the practitioner, there are probably the deviant cases. A professional who perhaps gets beaten down and loses hope. Ultimately, I believe that that type of professional either move on to another environment or stays and suffers the environment because they believe they are needed and can make a difference in the lives of the young people they currently interact with.

Making a difference in the lives of young people is a very human-to-human thing that happens at a micro level, when teachers know the importance of the part they play in turning a students life around and giving them the opportunity to go through the doors of life empowered.

Social inclusion practitioners are working in mainstream schools up and down the country in the role of teacher, mentor, counselor, etc.

Finally, this research aimed to investigate practice and reveal whether a model could be identified, it did not intend to identify good practice. Further research could develop a framework of competences to perhaps be an audit tool to measure good practice.

7.8 Questions arising from Research

In uncovering some of the issues and themes raised by social inclusion practitioners, this study has raised others.

At the time of starting the study it was known that social inclusion was part of the New Labour strategy. Providing education otherwise than at school has been an approach that features, as part of the strategy but it does not provide the social inclusion practitioner with a model based on practice. This has been addressed by the model, which has now emerged. A question, which is particularly critical, is how is the placing

of young people in social inclusion projects and Pupil Referral Units (PRUs) deemed to me inclusive. At the national Pupil Referral Unit conference held in 2003 it emerged that PRUs throughout the country vary in their practice. It is clear that in addition to there being no New Labour model of practice to describe, measure or guide socially inclusive practice, the practice in itself is encouraged to operate in environments that by virtue of their existence demonstrate a system of mechanisms which provide excluding practitioners with the resource to accommodate exclusion.

Whilst the model demonstrates the importance of the influence and vision of management, the data suggests that a personally held vision is not sufficient to enable the success of an inclusive approach, inclusive practice and an inclusive ethos. Further research is required to look in particular detail at the particular management style and the transference to team ownership.

The various forms of intervention provide a complex problem with a complex solution, the project operates in a responsive and flexible way, however it would be interesting to examine further the way in which practice can move beyond notions of partnership working to active agency collaborations and less boundaried application.

It is important to keep in mind that although this thesis reports the social inclusion practice in one project, in this climate of increasing migration it has significant implications for international social inclusion practice. A comparative international study would provide evidence of successes in other cultural contexts.

The research was limited by the time frame within which it operated but was able to give some attention to three of the eight identified key concepts. Further research looking at all eight of the key concepts would facilitate the development of a comprehensive framework for practice, monitoring and evaluation.

Another question is to what extent is marginalisation linked to participation or notions of full participation in society at large. Can outsiders viewing other populations really understand the value in alternative worldviews and behaviours without getting close and examining the issues in a non-judgemental way. Children are not little adults, women

are not men, Black is not white, and each should be valued for their difference not according to how they measure against white middle class males. Inclusion from some other perspective is not as widespread as it may seem to be, especially if it means that you are considered included as long as you conform to the discriminators idea of inclusion.

Many professionals hide behind systems that provide overt and covert opportunities to discriminate. In some cases it has been found that when young person attempts to alert professionals to the presence of oppressive indicators, the professional becomes defensive and in some cases distressed. These systems protect the professional denying the victim few opportunities to articulate discomfort without being ridiculed through denial. To use an analogy with comparative implications, the experience can be likened to a rapist claiming to be led on by the raped and becoming distressed at any suggestion or implication of responsibility. This is highly unfortunate because even in the mitigating circumstances of manslaughter, there is acknowledged loss of life e.g. death.

Socially inclusive professionals on the other hand recognize the role they have to play in ensuring human beings are valued whatever their socio economic, philosophical and other less evident circumstances. This is a complex issue and requires further research.

7.9 Research Conclusions

The research investigation directed this research to follow a process, which reveals the voice of the practitioner. Strauss and Corbin provide a useful methodology Grounded Theory to allow the eliciting of theory from practice by providing a framework within which a researcher can conduct fairly complex to-in and fro-ing as the new data directs the research back into the research field with use of appropriate methods for data collection (namely interview, field notes, document search, observation).

This methodology provided the mechanism for revealing issues most pertinent to the SIP practitioner. To check the significance of these issues, I conducted interviews with external agencies and service users.

The research question was kept central to all research activity and informed the methodology used (Crotty 1998) as well as the direction taken. This led me to conduct an ethnographical investigation using Grounded Theory. The identification of the data field was based on the pilot study conducted to identify the field of investigation and any potential informants. A series of 6 interview sweeps were carried out to gain a holistic perspective on what the key issues in socially inclusive practices were.

7.10 Limitations

As the first major UK study of social inclusion practitioners, this research creates an opportunity to look at the practitioner working with the excluded young people population. This thesis has provided a detailed examination of 3 of the 8 key concepts in relation to socially inclusive practice and so it is problematic to attempt to apply the findings across the board.

It could be argued that because the research investigated a particular project that it would not be possible to generalise the findings. Of course all educational establishments are unique in their own way and it is accepted in social science that replicability is not the method by which verification is achieved.

All projects will not have to deal with the type of events which affected this project, nonetheless, any social inclusion project working with a particularly marginalized community in an area of high urban deprivation will encounter young people whose needs are affected by the social context within which they must live and the cultural practices of their community of heritage may affect the level and nature of intervention available to the social inclusion practitioner. It is not possible to account for every eventuality in the life of a young person, but it is critical to recognise their lived reality.

7.11 Finally

This landmark research makes a unique contribution in terms of challenging the paradigm that the issue of school exclusion is considered within. In addition it provides the missing voice of the social inclusion practitioner and other actors in the field of social inclusion as it relates to education of excluded young people.

It brings to the exclusion discourse the notion of excluding practices as applied to colleagues and the concept of 'professional envy'. It recognises the funding challenges to providing service to young people in terms of uncertainty of funding bids.

This empirical work has been successful in reaching its objective to investigate and identify a model of socially inclusive practice.

This work identifies 8 principles which drive socially inclusive practice and reveals that these principles are transmitted through a professional development programme (see Appendix F). The programme considers human experience as central to teaching and draws on humanistic elements found in person centred counseling. The underpinning rationale is that skills can be developed but that the theoretical principles must also be in place.

This study highlights the mechanisms of an institutionally induced and supported socially inclusive practice and increases awareness of the importance of cultural competence, emotional literacy, self development, professionalism and the consequence of excluding behaviour by practitioners.

One of the most striking of the findings is that social inclusion practitioners are not pseudo professionals. They are highly trained and extremely reflective professionals who commit to ongoing professional development to ensure that they remain affective and effective in their practice.

I argue that it is important to be aware that not all professionals can work in the world of education with it's increasingly diverse population without period inservice training, I further argue that failure to embark on a programme of continued professional development may have an adverse effect on the service users as borne out in statistics (refer table 1.1) which indicate certain members of the school population are disproportionately failed by existing pedagogical and mainstream excluding practices.

It should be noted that if education in its deepest sense concerns the opening of identities (Wenger 1999); government, policy holders, schools and teachers must place human rights central to the issue of exclusion and excluding behaviour.

According to key literature in this research (Cabinet Office Social Exclusion Unit Policy Action Team 12 report 'Truancy and School Exclusion' (1998b); the government publication 'Aiming High: Raising The Achievement of Minority Ethnic Pupils' (2003); and the government green paper 'Every Child Matters' (HMSO 2003)(2003); all professionals involved in education, raising achievement, widening participation and collaborative joined-up working have responsibility for providing inclusive education, and so this research has tremendous implications for teacher training, practice and funding.

Existing Characteristics of Successful Practice

Following a period of consultation, the government has identified the characteristics of a successful school as: strong leadership, high expectations, effective teaching and learning, an ethos of respect and parental involvement and exclusion was identified as a key issue. These publications confirm that some young people are at greater risk of exclusion because of their ethnic origin, because they are in care, have special needs, and other dynamics which are out of their control. Unfortunately, some young people are more vulnerable than others and may sit in several of the identified groups (figure 2.1).

Placing humanitarian importance on this issue values the young human beings who are placed at continuous risk in hostile climates of potential disadvantage, harm and misunderstanding prior to exclusion and demands a revisiting of approaches to knowledge (theory and practice) that is reflected in education, policy, culture and practice.

It is hoped that these findings will have an impact on how the government and other interested parties respond to the marginalized population. It requires the legitimising and acceptance of alternative ways of being, learning, knowing and doing. Far more fundamentally perhaps is the message from young people in the conference report entitled 'Collaboration and Change: working together to raise achievement of African-Caribbean children and young people' where they state:

> "We would like schools to make sure that we are treated fairly in school instead of constantly underestimating us"
>
> 27 February 2004

To encourage young people to feel valued and more receptive to learning practitioners must share a socially inclusive goal that places as primary the educational achievement of all young people regardless of background. Difference must be valued and acknowledged not disregarded or disrespected. This research indicates the more inclusive the practice, the more valued both the practitioner and the service user feel.

The emergent model (figure 5.8) is presented as a contribution to knowledge which avoids a merely cosmetic claim to socially inclusive practice. It forms the beginning of a comprehensive methodology framework which moves the inclusion debate beyond DfES guidelines and government policy.

For this beginning to become embedded, a radical and definite paradigm shift away from a blame culture is essential. The causes of exclusion are multiple and well researched so to assume a single solution that works with the symptom rather than the cause is highly misguided. Blaming behaviour provides limited scope for addressing exclusion and assumes these matters can be reduced to measurable behavioural and physical indicators inconsistent with a holistic perspective.

Traditional didactic pedagogy can isolate aspects of the person and isolate colleagues from different professional disciplines. This research indicates that socially inclusive practice is a beneficial and holistic approach to teaching which includes personal and professional development, confidence building, meditation, movement, music, stress relieving, humour, honesty and humility, high expectations and collaborative working but perhaps the most profound contribution is to consider the significance of humanity as the single most essential component of inclusive educational practice.

APPENDICES

Appendix A: Request for Ethics Approval

8th April 2002

Ethics Committee
Brunel University
300 St. Margaret's Road
Twickenham, Middlesex, TW1 1PT

Dear

Re: REQUEST FOR ETHICS COMMITTEE APPROVAL

I am writing to request Ethics Committee approval for my PhD research. My research involves investigating an inclusive education project using a number of largely qualitative research techniques and, in particular, recording narrative. The project services a client group ranging from age 3 to 19 as well as their parents and guardians.

The project would involve interaction with staff, service users and their families and other associated parties to gather data, which will more easily facilitate open unrestricted dialogue. This method allows the interviewee to communicate issues that they consider pertinent. In the analysis it will be interesting to see what themes emerge.

I believe some ethical issues to be as follows:

Service User Permission: All service users over the age of 16 will be asked to sign a permission form giving permission to access to files and records, assessments to include audio or video recording and data collection, permission for Sandra Richards to have dialogue with the service user and permission to publish results, but keep identifying details confidential.

Parental Permission: No service user will be included in the study without a signed parental permission form (where appropriate) including items such as permission for access to files and records, permission for assessments to include audio or video recording and data collection, permission for Sandra Richards to have dialogue with the service user and permission to publish results, but keep identifying details confidential.

Project Management Permission: A signed consent form will be obtained from the project authorising Sandra Richards to observe staff working. Direct interaction with clients will also be permitted, but kept to a minimum.

Please contact my supervisor, Professor Roy Evans, or myself if additional details are required.

I look forward to hearing from you.

Regards,

Sandra Richards
cc: Professor Roy Evans

Appendix B: Letter of Consent

12th September 2002
Social Inclusion Project

Re: Social Inclusion Project (SIP) Research & Evaluation

Dear Bruce,

I am writing to formally introduce myself as the Researcher and PhD Student carrying out 3-year research into inclusive education and evaluation of the social inclusion project (SIP).

In accordance with ethical guidelines for research practice and teaching, I respectfully request your written agreement to participate in this research. If you are willing to contribute, please read, sign and return this '**Participant Consent & Letter of Authorisation**' form to the office marked for my attention.

This research is carried out on behalf of London Action to facilitate continuance of SIP service provision. It will involve investigation into the activities of the SIP and related services using a number of largely qualitative research technique methods which may include face to face interviews, observations, audio recordings, questionnaire and researcher field notes closely monitored to minimise disruption to service provision. You are welcome to see and comment on transcripts of interviews you give. The research process will involve interacting with staff, service users and their families, volunteers and other associated parties. All contributions will remain confidential and anonymous and accessed only by myself or my supervisor Professor Roy Evans. If you have any questions about the research, please do not hesitate to write, email 'sandra.richards@brunel.ac.uk' or telephone.

Ultimately findings will be non-attributable and, in the event of the publication of findings, interviewees will not be identified. This research has been approved and permission granted by Brunel University Ethics Committee who follow BERA guidelines. These guidelines will be observed throughout this study.

Thank you for your time of consideration and participation.

Yours sincerely,

Sandra Richards, PhD Research

Service User Permission: I am a service user over the age of 16. I agree to take part in this research and hereby give my consent for access to files, records, and assessments to include audio or video recording for purpose of confidential data collection.
Parent/Guardian/Carer Permission: I am the adult responsible for a service user under the age of 16 who may be included in the above-mentioned study. I hereby give my consent for access to files, records, and assessments to include audio or video recording for purpose of confidential data collection.
Project Management/Staff/Team Member/Volunteer/Other (please indicate hereunder) Permission:
I am directly and/or indirectly involved in the direct and/or indirect service provision of the SIP.
I confirm that I have read and understood the above and give my agreement for my child/staff/self/colleague to take part in this research. I am also fully aware that I may not be asked to take part directly, but in the event that I do take part, I am free to withdraw my consent at any time.

Signature	Name (print)	Role/Title	Date

Appendix C: Interview Sweeps & Respondent Profile

Interview Sweep	Name	Project Title	Profile/Background
1:Management (1)			
1	Bruce	Senior Manager	Teacher, youth worker, educational worker, counsellor
2	ditto	Ditto	
17	ditto	Ditto	
2: Staff (17)			
3	Isabel*	Family Therapist	Psychotherapist
4	Grace	Tutor – Performing Arts	Actress, playworker
5	Rachel	Secondee – Study Centre	Teacher
6	Cory	Out of School Learning Co-ordinator	Careers advisor
7	Alice	Administrator	Film editor. Worked with social services
8	Cherie	Systems Manager	Teacher, administrator
9	Gary	Tutor - Recording Engineer	Sound engineer
10	Marshall	Tutor – Music Technology	Teacher, musician
11	Grant	Group & Family Worker	Youth worker
12 early interview	Anneka	Group & Family Worker (new)	Youth worker
13	Stuart	Course Co-ordinator	Teacher
14	Tony	Tutor	Social worker
15	Dwayne	Counsellor	Psychotherapist
16	Dunstan	Finance Manager	Book keeper
20	Andrew	Learning Mentor	Youth work & professional sports
23 entrance interview	Lorraine	Group & Family Worker (2nd day)	Youth work & recording artiste
24 exit interview	Isabel*	Family Therapist (exit interview)	as above
27	Jane	Secondee – High School	Teacher
3: Partners (5)			
18	Wilma	Study Centre - Manager	Teacher
19	Hyacinth	Youth Offending Team – Police Officer	Police Officer
21	Val	High School – Learning Support	Teacher
22	Verna	Social Services - Manager	Social worker
29	Ricardo	Junior School - Headmaster	Teacher
4: Implementing Agents (2)			
25	Martin	Youth Project – Manager	Youth worker. Engineer
26	Florence	Creative School – Director	Parent
5: Consultants (2)			
28	Julie	Social Enterprise Consultancy – Manager	Funder
30	Geraldine	Funding Specialist Consultancy - Manager	European Social Funds
6: Service Users (4)			
31	Ishmael	Service user – original (24)	New arrival – language & behaviour – university graduate
32	Tracey	Service user – recent (17)	Non academic
33	Calvin	Service user – current (16)	Carer -
34	Marsha	Service user – recent (17)	Exclusion risk - now in college

Appendix D: **Example of weekly diary**

WEEK BEGINNING Monday 3rd February 2003	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Bruce Senior Manager	8.30-9.30am Dev Group Out – mtg	AM Exit Strategy work 12 mtg with Mr. Mann 2.30pm mtg with Jas 6.30pm Mentor Training	9-10.00am Exit Strategy 10-12 SIP Team Meeting 2pm Mentoring Mtg 5pm PRU Management Committee	10.00am Therapy 12.00 mtg at Withling College 4.30pm PGC course	At University all day with Jemima
Jemima Deputy Manager	8.30am Dev Grp University marking 3.30pm mtg Ruby	University marking 12-2 Domestic Violence Forum 2-3.30pm Isabel supervision 4pm Susan ind session (office)	10-12 SIP Team Meeting 1.30pm mtg SB University 3.30 Student Tutorials University	9-11 CAMHS Civic hse 11.30 Student Tutorial Civic Hse University marking	University all day with Bruce marking assignments
Alana			10-12 SIP Team Meeting	9.30-10.30am Admin Grp	
Alice			10-12 SIP Team Meeting	9.30-10.30am Admin Grp	
Anneka	9.30-12 Refresh Group session at college 1.30 Vyer Sch with Tony for Neil 3.30 Bruce		10-12 SIP Team Meeting 3.30 College Support Meeting	10-11.30 YR 10 Group session at W13 1-3 London College 1:1s	1-3 London College 1:1s 3.30-4.50 HS Yr9 Group session
Andrew	College till 3.30pm Office	Performing Arts – out till 3.30pm Office	SIP Day	College till 3.30pm Office	College till 3.30pm Office
Bascal	College till 3.30pm Office	Office Home Visits etc.	SIP Day	College till 3.30pm Office	Coll ege till 3.30pm Office
Cory			10-12 SIP Team Meeting		
Channeka	_____	SIP Admin & Dev – Ian Paul – Class at Tech Coll	SIP Day	_____	_____
Courtney	_____	_____	10-12 SIP Team		

			Meeting		
Cherie	8.30am Dev Grp In office	AM Exit Strategy work In office	9-10.00am Exit Strategy 10-12 SIP Team Meeting	9.30-10.30am Admin Grp In office	In office
Dunstan	8.30am Dev Grp 10.30am Alan		10-12 SIP Team Meeting	9.30-10.30 mtg am Admin Grp	
Dwayne	8.30am Dev Grp 9.30-4pm Job Fair in Olympia 5pm Ian Counselling	9am-1pm Mentor Training 1-2.30pm Counselling East London Primary 2.30 Counselling London high 4pm Counselling IN	10-12 SIP Team Meeting 1pm Sue with Jerry 3.30pm Meet Learning Mentors	All morning in Brixton 1.30pm Counselling Ian 4.30pm PGC Course	9am Counselling Juniors Sch 11.30am Counselling IN 1.25pm Counselling London High 2pm Junior Sch Group 3pm London High Year 9 Group
Grace			10-12 SIP Team Meeting		
Gramt	KS4 all day		10-12 SIP Team Meeting	KS4 – all day – out??	PRU All day??
Georgina	8.30 Dev Grp 9.30-4pm Jobs Fair at Olympia 4pm London High Year 11 Group	10.30 CfBT with Clients 2.30pm Visiting London Ave with Parent 3.30pm High Sch Grp	9am Shortlisting with Sure tart 10-12 SIP Team Meeting	TBA	8.55am Meeting Pupils from High Sch 2pm Junior Sch Grp 3.30pm London High Yr 9 Grp
Gary			10-12 SIP Team Meeting		
Isabel	10 – 12 Group work with college 1-2 Individual session QS 2-3 Ind. Session RN 4-5.30pm Sibling session with Sharon & Shirley	9.30am Indiv. Session with HO - ~BJS 11-12 individual session HN 12 Domestic Violence Forum supervision with Jemima 3pm Indiv. Session tba	10-12 SIP Team Meeting 3pm College Team meeting	9-1 Primary Behaviour Team mtg 1-3 –at college 4pm Home Visit	Out on a Course - Vauxhall
Jane			10-12 SIP Team Meeting		
Kirsty			10-12 SIP Team		

			Meeting		
Marshall	9.30-4pm Job Fair in Olympia 4-7pm Community Music	Music Tech at technical college Family Visit	10-12 SIP Team Meeting	Music Tech at technical college	Music club at the youth club
Rachel			10-12 SIP Team Meeting		
Stuart	College Placement Panel College	Office Home Visits	10-12 SIP Team Meeting Office	College all day	AM Office PM College
Shona	**ON____**	**MATERNI TY**	**LEAVE____**		**_____**
Tony	9:30 Meet new mentor 10:00 Theraputic Group London College 12pm Meet Mr Mann 1:30pm High Meeting 4-7pm Community Deveopment	9:30-3:30pm STUDIOS: REMIX & PROD CPOURSE	9:30 Meet colleague 10-12 SIP Team Meeting PM College	9:30 Meet Nathan 10-11 Steve Meeting PM College	College
Francois (for info)	In office	In office	Teaching	In office	Teaching

Appendix E: Coding Form

Perspective & Interview no	Name	Theme	Text & location
Management (1)			
Interview 1	Bruce	1	Easing frustration at watching kids (especially from ethnic minorities) fail
		7	Been a teacher, youth worker, educ worker, counsellor
			Kids end up not achieving anything
		2	Behaviour construed as arrogant
		7	Black pupil way ahead of most other people
		7	Left school with no qualification
			Not allowing people to achieve their true potential
			Black pupils the problem
			Add on to what the school does
		3	Engage with people
		6	Inter-related factors
			Never met a kid who wasn't concerned about their education
			Respond
			Young people rejected consistently
			Engage
			Highly motivated year 11's
			School don't have to take
			Alternative provision
		8	Trust
			Responsibility
			Rapport skills
			Instructional situations
			Loose structure
		8	Child abuse
		8	Empowered with realisation
			Confidence and enjoyment being with young people crucial
		1	Motivation
			Working alongside
			Training
		7	Commitment
		3	Pulling in different directions
		4	This is how we do it here
		43	Build structure based upon what your listening to
			Appropriacy of response
			Mentor
		3	Belief
		6	Understand
		2	Contain (young people)
		1.2,4?	Confidence to step out of learned roles
			Multi skilled
			In very unstructured environment in very structured way
		8	Staff drawn to it because of their own

		1

			No inactivity, stagnation, complacency No other Project Mgt has a social inclusion team SIP the largest part of Project Mgt Quarterly returns to keep money coming in Financial uncertainty Environment with sever financial cut backs State of management Killing (deaths) 16/17 yr olds On the project proper Group, family work, residentials Responsible adult Appropriate adult Bullying and the effects of violence Relationships Bullying or call it oppression prevalent Outcomes Expected of us as a project Got one back into education and employment Out of repeat offending Into employment and trains Man behind the project Everything is interpretation Loads of training How we do it Every 3 weeks whole team in a room Instability Complex project Complicated to run Lack of long term funding Structure to respond Responsibility of the project Education, criminal service, social service Community meeting Education is about living Giving children an option of having their lives Choice Possibility Work with intimidator Vasts amounts of humiliation Demonstrate increase in attainment Money pulls away focus on work Don't get money for dealing with oppression Money is for qualifications jobs community service Funded for outputs not outcomes Like to make a video This way of working Excellence in cities training mentor Principles of this way of working are Listen and respond, tools in different

			combinations Child centred Based on honesty, sincerity, it is possible, patience, hang on in there Unthinking acceptance (to schools?) Treated seriously Qualifications vs experience
Interview 17	ditto		Complements school Service level agreements Conventions of college life are not apparent to a 14/15 year old School phobic kids and vulnerable kids
Staff (16)			
Interview 3	Isabel*	Link (people) Organic Conversation Creative Relationship Vocational Home Visits Understand	Facilitating partnership between different agencies community families Advocate mediate Therapeutic services Link people together Refresh, year 11's Refresh started 2001 refugee children Vocational provision College based programmes Kids brilliant good at physics, maths Containing them Residential (camping?) Very organic Creative Changing belief systems in clients so that behaviour patterns change Home visits Friendship Conversation Show myself as a person who can relation to them Relationship important Referred to us Helps children with difficult behaviour Access things they don't access cause of behaviour Agents of social control Enable other people to better like that person Nightmare of lads Supervise clinical practice Child protection Writing letters, mtg family Exploring what family want So much presence Organic more flexible Clinical more rigid People go out of their way to achieve Implicit Explicit Understand

			That's how we work here Work till 10[m or 2 Engage with client Quality of relationships Activity logs How you see other people Working informs how you work and becomes second nature Learning new ways of practising and notice sometimes it does have positive effects Less boundarified Don't have a common theory Don't have a common belief system Down to our own interpretations Similar aims and agendas
Interview 4	Grace	Home Visits Like working with people Open minded	Year 11's Last stop before the real world Formal education just doesn't suit So much has happened in kid's house by 8.30a.m. An island in chaos Building a group Facilitate rather than teach Home visits Only time parents get dragged into school when kids are naughty Sometimes negative outweighs positivies in peoples eyes Every session a brand new session We all make mistakes Be a bit more open minded Like working with people Like being with people Lots of kids are not academic Committed to making it happen
Interview 5	Rachel	Complementary People who care enormously Crisis Kids spoken to differently Partnering up	Social inclusion a misnomer Complementary, holistic Crisis management Nothing new here People who care enormously Not sure its value for money£3,000 on head of pupil Year 11 packages £2000 per head Whether everything else is worth the money The important thing about project is the link Partnering up Project is a homogenous group of people 3 sites for study centres key stage 4, keystage 2 Infiltrated and accessed the study centres making sure study centre value for money from SIP project clock up admin time as part of their work

			galls me that study centre for Wednesdays kids get spoken to differently
Interview 6	Cory		Clients variety of cultural background Academic and not academic Kids getting into trouble all the time Kurdish Afghan Conflicts between families Engaging young people Integrated nature Transition in terms of progression alternative accreditation Schools not the only place where learning takes place Guidance and counselling In every teacher should be a guidance person Developing an ethos culture within staff with workers Link with whole range of people careers officers, youth workers, teachers, playworkers, voluntary service, people Developing alternative ways of learning for young people Seems what is there and linking it up Needs of schools vs needs of child Engaging not mentors, courses or interventions disruptive vs engaged Trusting relationship In a persons have power balance changes they can throw you out any time they want Resource for young person and family Get provision happening Motivation of young person are Sympathetic employers network Really hearing not just listening issues of young people Disaffected kids Self awareness Active listening Flexibility Networks of support for client Learn my money when things go wrong and how we work with that Total football Actually do different things Links college Interchangeable Progression for young people Opportunities they did not have before Refugees with no network Long term project goals Impact not seen for years Changing lives

			Did not get short term excluded short term Engaged Survived Getting into fights Safe place for clients
Interview 7	Alice		Refresh at college Referred pupils Unplaced Full and proper register Liasing with parents employers Schools are full Monitoring attendance Tracking clients attendance Young people disappear from system Promotional days Multifaceted project Not just about education Therapeutic Applied learning More concerned than an agency Personally positive Attitude or ambiance Self esteem of clients Always pleased to see students People are very welcome Talk to a counsellor Appropriateness to leave room Legal obligation Authorised absence SIP helps school keep attendance up Oblong shape There is a crossing over (of roles) Not rigidly formalised Freedom to organise things Did 6 months as a temp in social services It's good project Worthwhile for the borough Contributes to a better society Making you people happier and more productive in their lives
Interview 8	Cherie		Funding Putting in systems Forward planning Counselling residential Young people's issue i.e. pregnancy, Unplaced year 11's Excluded young people from schools Mini school Applied education Training volunteers Mentors PGC counselling course Supporting him run his project Pretty unique only borough SIP project His vision Invested over 8 years

			Synergy and passion Staff are self servicing (photocopying, typing, etc) Education package Funding Will help with cv's etc Very much hands on Links with the LEA
Interview 9	Gary		Links Vocational course Skills that can be transferred to the workplace Learning of self respect (on residential) Real revelation Started to take care of each other Belief in themselves More satisfying than teaching music Give them an identity Made to accept responsibility for freedom Disaffected young people Not expected to achieve Language barriers Everybody cares here Passionate I've been sucked into it Young person isolated Mainly boys on technology side Girls on signing Widen horizons Court appearances Speaking in Portuguese Variety of personalities in staff facilitate higher probability of engaging young person Helping without pay
Interview 10	Marshall		My brothers a drug dealer Giving people a chance to breathe through what's going on in their life Talk about repercussions Give students a different way of looking at things Link up with family worker and do home visit Confidence raise, self esteem, literacy, numeracy raised In how to write a song Write down in music if upset Flexible Stay afterwards without pay Link up producers, record companies On the side of the student Make them feel safe Residentials Bonding between staff Person blaming (avoidance) Offer student different opportunities Intervention

			Last chance Help students do what they want to do At the end of their year things Start to make sense Spark back in life of student Discuss rather than just say no Communication helps us know who is working with who If I worked with students on my own I would struggle Human connection A level of bonding More than hello or goodbye
Interview 11	Grant		Ability to connect with young people Kids been put down by someone Team open to change More boundaries slightly Communication skills Understand where they're coming from Not afraid of change Schools a closed shop We're not allowing young people an opportunity Befriending kind of service Building trust between 2 human beings Building trust with organisation as well Feel safe with us Support the family (too much) Chigrin (dismay) Partnership with all agencies Be willing to learn from mistakes Expressing views Sounding board Help people come to their conclusions Excluded year 11 at risk not attending or behaviour Educational social worker threaten to take parents to court Senior behaviour team Go to magistrates court to find students on list Went to prison for breach of Orders (community service orders) Down fast food chicken houses Truant officer Bunk off Welcome clients to office after school or study centre Hours to avoid any excuse for non attendance KS4 study centre only morning 9-11.45 Study centres called school by interviewee because it is an

			educational establishment Project about self esteem and stuff Cant do it on own need rest of team Ability to react to situations promptly Restart and rebuild relationships Supervision Alternatives Funding cuts Secondment Training opportunities for staff I am now a much better practitioner,
Interview 12	Anneka		So many different strands Refresh Learning mentor Relationship playing Personal and social skills Increase self awareness to explore and address any issues Flexibility Funding Residentials Hugely marginalized young people Realise natural potential Motivation No explicit instructions Self actualising One to one's for deeper level intervention Help them from skipping
Interview 13	Stuart		Respond to needs of young people Holistic integrated approach Striving to achieve equilibrium Integrated framework Emotional and spiritual needs as well as academic and physical Asylum seekers/refugees Exclusion Refresh have heavy emotional needs Behaviour problems, family work Mini school outside school Whole plethora of reasons Link up to sports club Personal development Empowering levels Flexibility Specialist areas but Child centred approach Accept my weaknesses Total football – we play every position Long term issues Honesty and transparency
Interview 14	Tony		Correct balance Boundaries, statutory safeguards And a kind of open access Adversarial relationship with statutory services Conflict

			Confrontational Respond to needs of Young people and their families People in different roles Can respond differently to young person Not a great deal of structure allows to respond flexibly Professional development Underground urban music, dj issues, dub plates, drugs, gangsta Cultural expectations of education Young person want to be in school
Interview 15	Dwayne		Emotionally and physically exhausting Lot of communication Residentials Confidentiality Relationships Boundaried SIP supports people where they are in their lives Supervised regularly Child protection issue
Interview 16	Dunstan		Referred by school or study centre
Interview 20	Andrew		Bridge between students and other agencies Class support Academic support Behavioural support Problems outside of school Problems inside schools Peer pressure Came from same area as these kids Get complex key skills, conflict lift skills, social skills Combine them Better understanding of yourself We offer full time education system Behaviour problem backgrounds Brought them here to get them through Respect Relationship There to support kids not teacher Expelled refresh Kids just come into (back into) country I do cross over all the time Football and basketball sports Mentor Self development University course, one to one Chats with colleagues
Interview 23	Lorraine		Self esteem self motivation Support network here Go to see family or school, whole back up Everyone really cares about young people

			Funding Its about the people Counselling course Unplaced young people Refugees Excluded Personal problems Committed to his work He works hard Lots of things going on His manner Patient with everyone Amazing feedback Hoping from something more specific I get bored easily
Interview 24	Isabel*		People can be themselves Ethics speak to client at 10pm Being so available People saying I love you People feeling warmth Relationships Staff development Humble Relate to people People put me in a place, not necessarily my place Welcomed into homes Beliefs that drive SIP Home visits Residentials Accessibility Staff training Going to schools Individual and family work Vocational courses Behaviour problems Attendance problems School phobia Problems in family Bereavement Housing relocation Redundancy of parent Parent not knowing how to discipline Parents not taking responsibility for children Parents constant moaning Developing a relationship Belief systems Understanding of child Systematic family therapy Beliefs People relate to each other Panic attach Techniques, self talk Engaging School phobic Behaviour consequence Allowed to challenge NHS, LEA,

			family and school An agency that allows personal style Don't owe anything to anyone so can challenge Not want to be perceived as useless A sect a cult The way SIP thinks is closed Didn't feel trusted Trusted enough to belong Relationships Operate in a similar way Personal relationships Openness Not wasting their time coming Partnership Everybody on board Empower Do what you like within parameters Fairly independent A belief you are capable Great platform to learn how LEA, schools, projects, community works SRB funding Sense of belonging to communities Speaking with kids and their realities Stronger voice Inspiring project Works his pants off Admire what he does amazing
Interview 27			Working together Share practice Bridge between Make that link Insight into how people work at SIP A face for the student Link- partnership Support with coursework Communication Working as a team Access town hall through me Self assessment Counselling Support with options for next year Secondment Exclusion Underachieving Alternative curriculum Therapeutic support Teaching commitment Don't have the time In school different to pin people down Communicate I'm in school Communicate Teaching commitments Interlinking Communication and relationships

			Link between project and schools Responding quickly Supervision Flexibility Respond Meet with people Everyone in team here on Wednesday Follow on to practical work Continue to be open to learning More than being a teacher It's the skills and qualities you bring as a person Supervision Sense of humour As a teacher concerned with learning With this work emotional demands Get back up from people here To help rather than damage Trained counsellors In therapy for 6 years NLP practitioner outside role as teacher Learn a lot from young people Flexibility Informal regular meetings Honest open relationships Responding Establishing relationships
Partners (5)			
Interview 18	Wilma		Vocational links Excluded Complex needs of students School refusers Mental health problems 3 sites KS4, KS3 and pupil support site study centre never excludes originally 1:1 placement panel reintegrate (hope to) emotional family behavioural and mental health problems pupil support site pupil referral unit outdoor pursuits programme government law says young excluded must get 20 hours a week excluded get 20 hours at risk of exclusion get less than 20 hours occasional medical reason (perhaps pregnancy, persistent non-attenders, kids waiting for a special school placement study centres are the last ditch stand a safety net study centres study centres have no facility for PE SIP working conjunction Boils down to personalities Liasing with us

			Refresh not study centre responsibility because refresh is fulltime programme Offsite provision by SIP Have fun with them Chat about their problems go to theatre with them Abortion, drug abuse, heroin Keeping a link person Half termly development group Study centre needs minutes or thanks inefficient Nature of personality her knowledge and her skills Feedback from SIP a weakness re attendance progress etc Study centre student in prison Prison visits Shenanigans Support package Supported learning package Weakness is paperwork/administration Accreditation Planning ahead is a SIP weakness Flexible Secondee Complex needs Behavioural difficulties SIP courses not staffed by teacher
INTERVIEW 19	Hyacinth		Youth offenders Peer pressure Offensive weapons talks Good relationship Exchange of information Avoid making self a target – jewellery Child protection Serious offence Psychologists Mental health Suitable placement Because I knew the people I could African people Inclusion unit in London High Taken into care (looked after children) SIP know the right people to help me Murders Killings Crucial thing is pointed in right direction by SIP Fingers in many pies They're never too busy to help Ripple effect of death Girl died in tragic circumstances SIP helped with a sort of wake

			Write poems quite calm Something did together to Show how they felt Cultural views Extended family Gender issues woman can do Constructive way Intelligence information SIP run training Appropriate adult Stabbed Relationship Young people comfortable at SIP Go to SIP out of choice Practical Flexible Child protection
INTERVIEW 21	Val		EBD emotional behavioural difficulty BES behavioural emotional and social interaction PRU or tutorial centre Statemented child Behavioural difficulties Keep him included Self esteem, confidence moving pupils forward Personal interaction Indirect relationship but very strong SENCO Very sever difficulties Strong dialogue Access to the home in a a way a teacher wouldn't asylum seekers Excluded from school Students with strong special needs Interested in emotional intelligence Dialogue Special needs work Project responds to needs Linking Money came from Complex Sophisticated Skills SIP team have tap into money Ability to liase Mix Build rapport with local community Look at needs different from government Or people who do it in oppressive way Adaptable and flexible Look and listen Develop a clear direction Empower clients Home visits Relationship with school Attracted to SIP

			(family groups similar different aids literacy American research) motivate go that extra inch to hold on and support conversations in the corridor say to another teacher .. evictions from home sharing beds with siblings ripple effect of throwing them out year 11's disaffected partnership SIP and school very disaffected selection process enabling self awareness it needs somebody in the school ability to understand issues in student needs person more important than position relationship encourage pivoting role depends on good person residentials funding trusts SIP trust and rapport poor behaviour leads to exclusion they are not teachers added advantge of being less threatening or not in authority over student emotional needs continually failing work relationships murder ability to deal with soothing v tragic race issues
INTERVIEW 22	Verna		Excluded from school Personality clash Another network of support Somewhere to offload Windmill lodge the child and adolescent mental health unit Allegations –making stories Sharing of information Built up the links Relationships Close link with other staff United front Reviewing process Identify needs Initiate Personality clash Young persons needs Self esteem Meet up and discuss Level of contact Quick response

			Meet in matter of days Input phenomenally supportive, phenomenally positive Time of crisis Shared knowledge, information Child person centred
INTERVIEW 29	Ricardo		Social difficulties Behaviour Relationships Low social economic backgrounds Refugee Overcrowded accommodation 42 different languages provide excellent service work with family circle time discussing issues relationships trauma family break ups drugs prison friendship groups anger management emotional trauma, war situations domestic violence relationship identifyproblems assap liaise very closely with teacher link (a lot of link) child with emotional difficulty feedback working with the child build the two together introduce themselves working with child transition link challenging change positive impact presenting desperate need really beneficial to children made a difference relationship knowledge of the children know schools and children really well link person bedget lack of money haven't needed to exclude behaviour management emotional management identify ch ildren at risk counselling early intervention response early intervention teachers don't have time for this cant solve these sorts of problems

			opportunity for counselling
Implementing Agents (2)			
INTERVIEW 25	Martin		Help the community Contributed to Summer university Training Paid part time workers New arrivals Outreach Western culture & African culture Funding
INTERVIEW 26	Florence		Post grad degree in guidance and counselling Got landed Unfortunately Communication not there Funding Dialogue Networking Connector Working together Empowering In the loop out of the loop Funds Flexibility Fell out of loop Respect Squaky clean They need to communicate The course was fantastic I learned a lot Tunnel visioned Too much interlinking Working together Not working with project Do not have good practice Need to get policies in place Contract Children obtaining qualifications Squeaky clean Investors in people Questioning money management Quarterly returns Despair, tired More determined Get yourself in order Ofsted Health & safety Police checked Enormous responsibility They don't ring their own bell Structure management side
Consultants (2)			
INTERVIEW 28	Julie		Incorporated legal status Constitution Legally and properly Responsible attitude Flexible document Develop identity

			Limitations of charitable status Accoutnatnt was at meeting which is good thing Concerned how many people playing with them Advisors talking to each other
INTERVIEW 30	Geraldine		Funds European sourced Fund being allocated ESF for the most marginalised Pursuing other sources of funds Cocktail of core funding Voluntary sector flavour Always bidding for something Neighbourhood renewal Not direct government funded Different govt funded sources pensions or education Co-financed lovely Single regeneration Neighbourhood renewal Speaks to language Relationship Complexity of funding regimes Align work with core funding
Service Users			
INTERVIEW 31	Ishmael		From Kurdistan Formed a group Different cultures Different issues Culture at home Came here everything different Never seen any other culture Talking about own background Youre not a number How to tackle problems Counselling Residential Meditation Relaxation Good structure Relax the head I had hard times at beginning of my life Different cultures Different coooured skin Everything new Signed me into school People bullying me I thumped him Talking is very good Expectations in those cultures College – university Need some form of direction Lot of kids who are lost Gives them positivity Peer pressure Growing up stages Mede you a more positive person

			Drugs Responsible for own actions Talking is good Decision makers If you've got any other questions
INTERVIEW 32	Tracey		Missing school Dotn know the meaning Didn't just all get along Different backgrounds Relax Teachers are just strict Really neice people Funding Help with other options Drop out of school Certificates Passed exams Encourage to stay in school Chil out group Encourage people to come Come to school more For meeting after school Jealous wanted to be in it Circle talking Therapeutic Calm Openly talking problems Holiday Have a chat Best thing of the year Clear your head in Cornwall Still in contact with them Theyre just nice people Funding They still make time for you Sort of like a mum Snitched Calm and patient Not shouting Too strict Smoking and buzzing Could switch on you Cool teacher Teachers just teach Not parent but pupil partnership Help you overcome problems We were happy …. Like together Is there anything you want to ask me Who is going to fund them now More children should have it It was really helpful Ive sort of flopped anyway Wish for a reunion They will still like me They are really helpful Mentors Trustworthy Accepted Stealing

			Exceptional people Had no deep cuts Known them over the years Bring food sometimes music Sang happy birthday Embarrassed but grateful Wish more would come and see them Murder ruined it Struggle to get funding Going to write letters Hard to explaine how it helps
INTERVIEW 33	Calvin		Mum's ill look after mum Bunking off Routine Like the idea of being out of school Attendance went up 50% Didn't like school Got to know other people Friendly Smiling Less tense Relaxed Down to earth Atmosphere was different Live on an estate quite rough Not used to people saying hello and introducing themselves Ringing me up Friendly Down to earth Understand Listen Residentials Talk about different stuff Team work We all got in more Other people in school you can relate to Drinks biscuits crisps Debates Student smiling Abortion as a topic Learn not to speak all at once Own shopping cooking Dependent Tell us off We got on well with everyone Mentor Gight after school Gave me the reasons Reasoned Police Fight I was hurt Don't want to be seen as a trouble maker to staff Told him loads of stuff he never told anyone Counselling

			Felt supported Ring me up ….it was good that Helped me get on with teacher better Getting more friendly with head at school Smoking and pub Is there anything you want to know about You should fund them Respect
INTERVIEW 34	Marsha		Made me make my decision Helped me get into college Helped me with a lot of problems Talk about Thought one long meeting I cant stand that Free food Stayed way past 4pm Gran passed away Confused Helped me so much Friends if they had Trips and stuff Inspired everyone Fun Group closer together We all rang each other We would be there for each other Say what was on my mind Helped me at school I didn't think I was good enough I have more confidence School said grades weren't that good Gave me number to ring Career support in school and here All friendly people It felt like I belonged I felt comfortable here Not feeling intimidated Felt welcome You cant talk to teachers in school I didn't get on with them Like an assignment Felt like they didn't have to do that for me Came and saw my teacher – I knew that – that when I started getting committed to meetings Helped find work experience Use computers for my work internet Grant is just the best, one in a million I was being teased at school confidence I'm now in college Could do that without them They're always committed to me If I had so much things to do I would drop it just to come

Appendix F: Professional Development Programme

The course modules will be particularly suitable for adults who, as a dimension to their roles, work in the area of Social Inclusion with a particular emphasis on work with young people. The programme is based on four modules of a university Masters Degree. Candidates who are successful in all four modules will be awarded the Post Graduate Certificate in Guidance and Counselling Skills or if they wish work towards the full Master Degree, depending on marks achieved. The course targets participation from a range of employment backgrounds e.g. Schools, Industry, Youth Services, Careers Services and Community Organisations.

MODULE	DETAILS
Skills for a Caring Environment	This module aims to introduce students to practical approaches in counselling skills. It examines the nature of facilitating relationships and enable participants to engage in counselling skills. A starting point for this course looks at developing greater self awareness.
Approaches to the Person in Counselling	The theoretical base of behavioural, psychodynamic and humanistic psychology within a multi-cultural framework is examined. Participants compare theoretical stances with their own practice and relate these to their place of work. Further practice in counselling skills is undertaken.
Group Dynamics	The module is both theoretical and experimental. It offers an opportunity to look at the nature and type of groups, their purpose and an understanding of group dynamics. Experience is given in facilitating group work and growth activities with groups.
Interpersonal Relating & Helping	This module centres on the application of skills built up in previous modules, developing these to a more advanced level. Participants are encouraged to constantly monitor their own and fellow participants growth in this area, through the use of audio recordings.

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